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<sup>1</sup> Members of the Executive Committee.

<sup>2</sup> Correspondence should be sent to the Washington Office only.

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ANNUAL MEETING

Indianapolis, Indiana

Claypool Hotel

December 31-January 1

## THE NEEDS OF THE ASSOCIATION

CHAPTER LETTER, OCTOBER 7, 1937

EDITORIAL NOTE: The first Chapter Letter of the current academic year is being printed in the *Bulletin* because of the importance of its contents to every member of the Association. It is hoped that the suggestions for improving the effectiveness of the work of the Association will be discussed in chapter meetings and in informal gatherings.

To Chapter Members of the American Association of University Professors

Dear Colleagues:

Letters addressed to our members in organized chapters from time to time have two equally important purposes:

- (1) To supplement the *Bulletin* in informing the membership of the work and affairs of the Association, and
- (2) To secure desired and necessary information or suggestions and action from the chapters in furthering the Association's objectives.

In behalf of the Association's Council, we invite suggestions and cooperation from the chapters at all times. We urge upon chapter officers the desirability of presenting all communications received from the Washington Office to their respective groups as soon after their receipt as possible, particularly if the communication calls for chapter action or carries a request for information.

Chapter Letters occasionally contain questionnaires formulated by some of our committees or by the national officers. It is highly important that such requests for information be answered accurately and as promptly as possible. We suggest, as a desirable procedure in ascertaining such information, the appointment of a special fact-finding committee. This committee should report its findings to the chapter for review and possible correction before final submission to the Washington Office.

### I. Increased Demands Made upon the Association

In several letters addressed to our members and chapters last year, the need for a greatly increased membership was stressed. It was pointed out that a larger membership was desirable if the Association is to meet the ever increasing demands that are being made upon it not only by our members but by the whole of the profession. This first Chapter Letter of the present academic year is specifically concerned with these increasing demands and with ways and means of making it possible for the Association to meet them adequately. What are these demands? The time has come for our membership to be accurately informed as to their nature and extent. The following is a brief description which may prove helpful:

We are continually called upon to consider and investigate many cases involving alleged violations of academic freedom and tenure. It is essential that this work be done thoroughly and objectively. In these cases, no effort is spared in determining the essential facts and the truth. This work frequently involves a careful study of much documentary material, and in all cases the judicious wording of many letters. Not infrequently these cases also involve lengthy conferences with the complainant and the administrative officers concerned either in the Washington Office or elsewhere. The Association's work in behalf of academic freedom and tenure must be done carefully, for upon it may depend the welfare of entire faculties in certain institutions, and, in the last analysis, the welfare of the Association and perhaps the entire profession. If we fail in our work with reference to academic freedom and tenure, whatever else we may do, we have failed in a very essential part of our work.

During the past four months of June, July, August, and September, thirty-seven cases involving issues of academic freedom and tenure were active and were receiving careful consideration by the responsible officers of the Association. This is unprecedented for the summer vacation period. In three of these cases formal investigations have been conducted.

In this connection, we wish to assure the membership and the profession at large that in each of these academic freedom and

tenure difficulties brought to our attention every effort is made to secure an amicable but constructive solution. We are at all times seeking preventive justice rather than publicity, and formal investigations followed by publications of reports in the *Bulletin* are resorted to only in those cases where the facts clearly warrant such procedure and when all other methods have failed. Obviously the Association's work in behalf of academic freedom and tenure requires time, discretion, and money in rather large amounts.

But the demands made upon us to consider complaints of alleged violations of academic freedom and tenure constitute only a part of the Association's work. The Association is also actively concerned with such matters as college and university ethics, the economic condition of the profession, pensions and insurance, the place and function of faculties in college and university government, teacher training, freedom of speech, relation of junior colleges to higher education, library service, encouragement of university research, international relations, etc. Members of the profession are in correspondence with the Washington Office at all times seeking information and advice on matters relating to the profession's welfare. Correspondence dealing with the above indicated professional problems, which calls for careful answers, is ever increasing and has at the present time reached unprecedented proportions. There is likewise an increase in the number of conferences sought with us in the Washington Office by members of the profession. Almost every day we have one or more conferences with a college or university teacher or administrator. Some of these conferences develop into protracted sessions. In addition to the above activity, much time, thought, and money is necessarily spent on the work of organizing and governing the Association. More important among these governmental activities are the meetings of the Council and Committees, particularly Committee A on Academic Freedom and Tenure and Committee O on Organization and Policy.

The publication of a satisfactory *Bulletin* likewise is expensive in both time and money. At present it involves the largest single item of our budget. Recently many of our members have expressed a desire that the *Bulletin* be improved in appearance and changed in content. Beginning with the October issue, some



changes have been made without increase in cost, but other suggestions can not be adopted at present because of our limited resources. For instance, we should like to have the *Bulletin* pages bound by sewing rather than sidestitching with wire, but this change would increase the cost by at least \$1000 a year. We should also like, as some have requested, to use a better paper, but to substitute a wove or rag content paper or even to use a higher grade sulphite in place of our present stock would add, at the very lowest estimate, at least \$800 to our annual printing costs. After lengthy conferences with at least twelve printers who submitted detailed estimates on several typical issues of the *Bulletin*, it was thought to be to our best interests to continue our contract with our present publisher.

## II. The Need for Additional Members and Revenue

If our work is to be genuinely effective, more revenue is essential. The American Association of University Professors is not an endowed institution. If it is to receive the revenue essential to the successful prosecution of its work, it must, therefore, have the support of a larger percentage of the profession, or the support of the present membership with somewhat larger dues. *Our present membership of 13,455, which is the largest in the history of the Association, is encouraging*, but it represents only about one-fourth of all college and university teachers eligible for membership by virtue of their positions on the faculties of accredited institutions. If the Association is to be a vital force in our present scheme of higher education, it should have ample resources to concern itself also with some of the distressing problems now prevailing in the large number of unaccredited institutions engaged in the work of educating the youth of America. An increased membership will not only give us the revenue essential to our work, but it will also greatly increase and strengthen our influence, for it is a strong Association in being, quite as much as in action, that will secure for us the recognition and acceptance of our ideals.

*The Opportunity and Responsibility of Chapters.* For the securing of an interested, larger, and more widely distributed membership, our organized chapters have both a great opportunity and a great responsibility. To become a member of the Association, the

Constitution requires that one must be nominated by three members in good standing. This requirement in fact means that one becomes a member by invitation. If our membership is to be increased, it is obvious, therefore, that present members must take the initiative in inviting their non-member colleagues to membership. Many chapters have regularly constituted membership committees. Some of these chapter membership committees are active. Others are merely passive and more or less honorary. Some chapters are not actively interested in securing new members. Evidence of such an attitude is seen in the following reply from a chapter officer:

It is contrary to the policy of this chapter to make any concerted effort to increase membership. Members are urged, however, to stand ready to give information about the organization to members of the faculty who evince interest.

Such a passive and assured attitude toward the Association may be warranted and desirable at some of our more favored institutions, but in view of conditions, particularly those affecting the administration-faculty relation and academic freedom and tenure, prevailing at a large number of our colleges and universities, as evidenced by the number and nature of complaints regularly received by the national officers, such an attitude does not as yet seem warranted or desirable for the profession as a whole. We hope that your chapter, if it has not already done so, will appoint a membership committee and keep it active.

Conditions for increasing our membership and thus vitalizing our work are more favorable this autumn than they have been for some years. Professors are beginning to share, somewhat belatedly it is true, in the economic advances of the past few years. Reports indicate that salaries have been restored at least in part at a large number of institutions during the past two years. This fact should ease the pressure on many faculty budgets and eliminate one of the reasons why some professors have felt unable to give us their support or have had to discontinue their support during the depression years.

In your membership canvass this fall, we suggest that prospective members be enrolled as of January 1, 1938, and hence

not be billed for dues until after that date. The facilitation of budgetary adjustments made possible by this suggested procedure may be a determining factor in the acceptance or rejection of an invitation to Association membership. We urge, therefore, that you acquaint the prospective member with this possibility of deferring his actual affiliation until the first of the year. In the meantime, these future members should be supplied with literature concerning the Association and its work and should be invited to attend chapter meetings. We shall be happy to supply informative literature to such future members if requested by the chapter officers or the members themselves.

*Membership Canvass at the University of Minnesota.* Increasing the Association's membership is not difficult, as is evidenced by the results at those institutions where efforts have been made. Several of our chapters reported unprecedented membership gains last year following such systematic effort. We wish particularly to call your attention to the significant work of our chapter at the University of Minnesota.

Professor Wilbur H. Cherry, President of the local chapter, first appointed a representative membership committee composed of past chapter presidents. This committee arranged for an open dinner meeting to which all of the several faculties of the university, members and non-members alike, including administrative officers, were invited. Dr. A. J. Carlson, President of the Association, accepted the chapter's invitation to attend this dinner meeting and address the group concerning the nature of the Association and its work.

In issuing the dinner invitation to non-members, it was asked whether a membership nomination blank was desired (the Chairman of the Membership Committee, Professor A. C. Krey, has since indicated that he is of the opinion that it would have been wiser to have included the nomination blank in each letter of invitation). The members of the chapter supplemented the written invitations with personal interviews. The committee analyzed the membership at the University of Minnesota by colleges and departments and an effort was made to secure a larger representation in the "slower departments."

The dinner meeting was well attended and the membership com-

mittee reports that it was so interesting in character that it continued for some time as a subject of campus conversation. The committee reports that it also erred in not having a sufficient number of circulars of information and nomination blanks available at the dinner for the immediate use of each prospective member.

This systematic canvass resulted in an addition of approximately 125 new members, while others are still being secured. Thus Professor Krey writes:

Though the active drive has subsided, the results of it are continuing, and scarcely a day has passed since that time when the secretary has not received a request for a formal application blank.

The membership committee reports the following significant fact which, in our opinion, explains in part at least why the Association does not as yet have the support of a larger percentage of the profession: It found that a large part of the faculty was not previously aware even of the existence of the Association. Many of the faculty expressed gratitude for having the Association brought to their attention.

We believe that the achievement of our chapter at the University of Minnesota in securing new members can be duplicated at many institutions. It is true that President Carlson is not available as a speaker for all chapters, but most chapters can secure as speakers former officers and Council members and other interested and informed members who have genuine insight in the Association and its work. We hope that all chapters will become active in supplying and disseminating the essential information concerning the nature and purpose of the Association and will proceed as earnestly and as intelligently as did our chapter at the University of Minnesota in seeking to strengthen its influence and usefulness.

*Financing Chapter Activities.* The growing demands for services that are now being made by our members and the whole of the profession make it necessary that our chapters assume more active responsibility in supporting the Association, particularly in the matter of financing chapter activities. In view of that fact, the Council at its spring meeting voted to discontinue the system

of chapter rebates. A report of that action was sent to all chapter officers in the Council Record last May, and it is likewise included in a report on the Council Record published in the October *Bulletin* (pp. 452-457). The pertinent excerpt of the Council Record is as follows:

In view of the increasing demands being made upon the resources of the national organization by the whole of the profession, particularly those demands involving alleged violations of academic freedom and tenure, the investigation of which involves rather large expenditures, the Council, following an extended discussion, voted to discontinue the payment of chapter rebates. The members of the Council were of the unanimous opinion that local groups should assume the responsibility of raising revenue for local purposes and that, in view of the large aggregate amount involved (approximately \$1800 each year) the system should be discontinued so as to make this revenue available in furthering the objectives of the Association and the profession as a whole.

This year's *Bulletin* subscriptions for administrative officers at the reduced rate of \$1.00 per year for which some chapters have used the rebate will, of course, be paid from the Association's treasury. It is hoped that chapters will continue to avail themselves of the special subscription rate and that we may be requested to add more administrators to our mailing list.

Should experience demonstrate that our chapters are unable to finance their own activity by chapter dues, it has been suggested that the annual dues be raised twenty-five cents and that this amount be rebated to all chapters.

### III. Contributing Membership Plan

The revenue problem is a more delicate one for an Association such as ours than it is for other organizations to which many of our members belong. At times, we are inevitably brought into sharp disagreement with college and university administrations, hence it is axiomatic that we can not accept support for our general program from administrative sources and only under most carefully guarded and clearly defined conditions can such support be accepted from the educational foundations. It is essential not

only to avoid the possibility of any undue financial pressure being brought to bear on those responsible for the administration of the Association, but also the possible appearance of such influence upon our policy. Therefore, the financial needs of the Association must be met almost entirely by our members.

As it is probably true that any substantial increase in dues may mean a real hardship to some members and might lead to a decrease in membership, the Council is seeking other sources of revenue.

It is clear, moreover, that in every organization the membership consists of persons with widely varying degrees of interest in its philosophy and activity. Members range from marginal cases with barely enough interest to remain as members to those who make its service a major factor in their professional work and who value its influence very highly. It is also clear that no classification of Active members with varying privileges should exist in such an organization as ours.

In the light of these facts, the Council noted with interest the plan that the American Mathematical Society has successfully initiated. In that society a class of contributing members has been established, whose only extra privilege is to give added support to its work. Instead of paying the regular \$8.00 dues, such a member designates that until further notice he may be billed for a larger sum, not less than \$15.00. No distinction is made in the list of members between those who pay the regular amount and those who pay more. No list of contributing members is ever published. Although public statements and explanations to small groups outlining the plan have been made, care has been shown to avoid making a personal appeal to any individual to become a contributing member. From six to seven per cent of the members of the American Mathematical Society have requested that they be billed regularly for amounts varying from \$15.00 to \$50.00, with the majority at the lower figure, but many at \$20.00 or \$25.00.

The Council of the American Association of University Professors has approved initiating such a plan for the Association, and it is proposed to give the members the additional opportunity of stimulating the work of the Association by authorizing an increase in their annual bills for dues to \$8.00 or more. It is understood,



of course, that such members may at any time resume payment on the normal basis of \$4.00 per year.

If a thousand individuals in our total membership of 13,455 voluntarily increase their dues on the average of \$5.00 a year, the increased income would very greatly relieve the severe handicap under which the Association is now operating and enable it to perform more effectively the professional service expected of it by our membership and the profession as a whole.

The details of this plan will be developed between now and the end of the year and will be announced in the December *Bulletin* and at the annual meeting. In the bills for dues sent out this coming January, each member will be given an opportunity to indicate his desire to contribute something to the work of the Association beyond the regular dues by requesting that until further notice he is to be billed for a given amount over and above the regular dues.

#### IV. Miscellaneous

*Eligibility for Membership.* Our correspondence indicates some serious misunderstanding as to eligibility for membership in the Association. To correct this misunderstanding, we are printing in the heading of our membership section in forthcoming issues of the *Bulletin* a detailed statement of the several classes of membership and the qualifications for admission to each. This salient fact should be kept clearly in mind in talking with prospective members: Membership in the American Association of University Professors is open to *all* college and university teachers from the faculties of eligible institutions, *including graduate students, assistants, and instructors*. The list of eligible institutions is based primarily on the accredited list of the regional accrediting agencies subject to modification by action of this Association.

*Reports of Chapter Activities.* We are especially desirous of receiving reports of chapter activities and meetings for possible publication in the *Bulletin*. As the copy for the *Bulletin* must be sent to the printer five weeks before publication, it is highly desirable that a news report be sent us immediately after the event. In these reports we are interested in such facts and material as follows:



- (1) The date of meeting
- (2) The number in attendance
- (3) Program of meeting and names of those participating
- (4) Concise summaries of the principal speeches and other remarks of those participating
- (5) Copies of significant papers presented

We urge that these reports be sent us carefully prepared for possible immediate publication.

On the reply form attached to this letter, we are asking for information concerning your chapter's plans for securing new members and otherwise strengthening the influence and usefulness of the Association at your institution. A summary of these replies will later be sent to all chapters and perhaps published in the *Bulletin*.

There will be no predetermined number of Chapter Letters during this academic year. We shall not burden you with too many communications and shall write to you only when it seems desirable and necessary. Some chapters have indicated a desire that Chapter Letters be sent in bundles for distribution to all their members, and for those chapters we shall continue that practice this year, with the exception of the communications which may be addressed to chapter officers only, as was the practice in previous years. As this particular letter is of concern to our entire membership it will be published in the November *Bulletin* and is now being sent to chapter officers only.

Cordially yours,

RALPH E. HIMSTEAD

RALPH L. DEWEY

*In the Washington Office*

## REPORT OF THE NOMINATING COMMITTEE

Pursuant to By-Law No. 1, the Nominating Committee submits its list of nominees for the elective offices falling vacant at the close of 1937.<sup>1</sup> The members of the Nominating Committee are Professors C. L. Grose, Northwestern University, *Chairman*; G. H. Ryden, University of Delaware; and G. W. Stewart, University of Iowa. The list is as follows:

### President

Mark H. Ingraham, Mathematics, University of Wisconsin  
(Elected 1929; Chap. Secy., 1930-31; Council, 1937-39)

### Vice-Presidents

Alzada Comstock, Economics, Mount Holyoke College  
(Elected 1921; Com. on College and University Teaching 1932-36; Com. on Economic Condition of Profession 1931- ; Com. on Effect of Depression and Recovery on Higher Education, 1935)

A. C. Krey, History, University of Minnesota  
(Elected 1923; Chap. Pres., 1923-24, 1925-26, 1935-36; Council, 1936-38; Chm., Com. on Relation of Junior Colleges to Higher Education, 1931- ; Com. on Organization and Policy, 1936- ; Com. on Teacher Training, 1937- )

### Members of the Council for 1938-1940

#### REGION I<sup>2</sup>

George B. Franklin, English, Boston University  
(Elected 1924; Chap. Secy., 1935-37)

Colston E. Warne, Economics, Amherst College  
(Elected 1929)

<sup>1</sup>In accordance with Council action, a brief biographical sketch of each nominee will be published in the December *Bulletin* and on the ballots. The Nominating Committee was not able to secure this information in time for publication in the November *Bulletin*.

<sup>2</sup>See By-Law No. 1, *Bulletin*, reprinted *infra*, pp. 540-541, footnote.

## REGION II

Walter G. Cady, Physics, Wesleyan University  
(Elected 1922)

John Q. Stewart, Physics, Princeton University  
(Elected 1924; Chap. Pres., 1933-36)

## REGION III

T. S. Lawson, English, Colgate University  
(Elected 1931; Chap. Pres., 1936-37)

Eunice Morgan Schenck, French, Dean of the Graduate School,  
Bryn Mawr College  
(Elected 1920; Council, 1926-28)

## REGION IV

George Boas, Philosophy, Johns Hopkins University  
(Elected 1922; Com. on College and University Teaching,  
1932-36)

Leon C. Marshall, Economics, American University  
(Elected 1916; Com. on Encouragement of University Research,  
1932- )

## REGION V

Arthur C. Cole, History, Western Reserve University  
(Elected 1921; Chap. Pres., 1925-26, at Ohio State University;  
1936-37, at Western Reserve University)

Harald S. Patton, Economics, Michigan State College  
(Elected 1932; Chap. Pres., 1933-35)

## REGION VI

William McGuffey Hepburn, Law, University of Alabama  
(Elected 1929; Chap. Pres., 1934-37)

Charles W. Pipkin, Political Science, Dean of the Graduate School,  
Louisiana State University  
(Elected 1931)

REGION VII

T. V. Smith, Philosophy, University of Chicago  
(Elected 1935)

Willis G. Swartz, Political Science, Southern Illinois State Normal  
University  
(Elected 1931; Chap. Pres., 1936-37)

REGION VIII

James B. Macelwane, Geophysics, St. Louis University  
(Elected 1923; Chap. Pres., 1935-38)

George C. Robinson, Government, Iowa State Teachers College  
(Elected 1929; Chap. Pres., 1936-37)

REGION IX

John Ise, Economics, University of Kansas  
(Elected 1920; Com. on Economic Condition of Profession,  
1935- )

E. J. Lund, Zoology, University of Texas  
(Elected 1920; Chap. Pres., 1935-37)

REGION X

Henry K. Benson, Chemistry, University of Washington  
(Elected 1916; Chap. Secy., 1927-29; Chap. Pres., 1934-35)

John D. Fitz-Gerald, Romance Philology, University of Arizona  
(Elected 1936; Com. on Cooperation with Latin-American  
Universities, 1934- )

## REPORT OF THE COMMITTEE ON ORGANIZATION AND POLICY

### I. Composition of the Council

Last year the Committee submitted certain constitutional amendments dealing with the size and composition of the Council. These amendments were: (1) reduce the number of elective members to 21, seven being elected each year; (2) eliminate one of the two Vice-Presidents; (3) eliminate one of the three latest living ex-Presidents, so that only the two latest living ex-Presidents would be members of the Council.

The text of the amendments to the Constitution proposed by Committee O in 1936 are reproduced in Appendix II to this report: "Constitutional Amendments Proposed by Committee O, 1936." (See p. 552.)

In offering these amendments last year the Committee stated the arguments which could be advanced in favor of their adoption. At the same time the Committee also stated that the amendments were offered "not necessarily for adoption at the annual meeting, but in order to get the problems formally before the Association for discussion," and that "if serious differences of opinion should develop as to the wisdom of one or more of the proposed amendments," the Committee recognized "the desirability of full discussion by the chapters before final action."

At the annual meeting serious differences of opinion did develop, and action on the proposed amendments was postponed. The impression was left on the Committee that in general the amendments were not looked upon with favor, and that this was more especially true of that reducing the number of elective members from 30 to 21 with a corresponding reduction of the Council districts from 10 to seven. The Committee recognizes the force of the objections to this reduction in the number of elective members and therefore does not recommend that that proposal be adopted.

There are also objections of weight to reducing the number of

Vice-Presidents from two to one. One reason for retaining the provision for two Vice-Presidents is that, since members of the Council are chosen from districts, it is desirable to have at least two elective members of the Council who are chosen from the country as a whole. Another is that under the present method of selection by districts the Nominating Committee at times finds it difficult to give adequate representation to "subject matter" and "types of institutions" as directed by By-Law No. 1, if regard is also paid to the number of suggestions received. The possibility of selecting two representatives at large thus gives needed flexibility in the choice of Council members.

The Committee recommends that the provision for two Vice-Presidents be retained, but that one of them be designated First Vice-President and the other Second Vice-President; and that the First Vice-President be made a member of the Executive Committee (both Vice-Presidents being, as now, members of the Council); and that a provision be inserted explicitly stating that in case of a vacancy in the office of President, the First Vice-President shall succeed to the office. The purpose of these changes is: (1) to bring one of the Vice-Presidents more actively into the management of the affairs of the Association, so that in case of the death, resignation, or disability of the President a person with some knowledge and experience in Association matters can assume the duties of the President's office; and (2) to offer to the Nominating Committee the possibility of nominating the retiring First Vice-President for President. As matters now stand, our President when elected may and usually does find himself confronted with problems about which he knows little. He takes office immediately after his election and must appoint important committees and take part in deciding matters of policy. The proposed plan would offer at least the possibility of selecting a President with a reasonable familiarity both with the work of the national office and with the traditions and policies of the Association. If the amendment is adopted the Nominating Committee would, in choosing the First Vice-President, find it desirable to select someone who in its opinion would be likely to make a capable President.

The text of proposed amendments to the Constitution carrying out the foregoing plan will be found in the paragraphs numbered

1, 2, and 3 in Appendix I: "Constitutional Amendments Proposed by Committee O, 1937." (See p. 549.)

The wisdom of cutting the number of ex-Presidents who are members of the Council from three to two has also been questioned. The purpose of the provision as it now stands is to insure that there shall always be on the Council a small number of persons who know what has been done in the past and can inform the Council as to the traditions and policies of the Association. The assumption is that their practical experience in the administration of the affairs of the Association will have given them an insight into the nature of the problems involved which should be made available for the guidance of the Council. When we recall that Council members can not be immediately reelected and that nominating committees are proceeding on the theory that it is undesirable to reelect to the Council persons who have recently been members of it, the need for some such provision as that relating to ex-Presidents seems clear. Reasonable persons can differ as to whether the number ought to be three or only two, as suggested in the amendment submitted for discussion last year. It is argued by some that what they call "ex-officio" members ought not to be allowed to dominate the Council and outvote elected members. The name "ex-officio" is of course not accurate: the ex-Presidents are not members of the Council by virtue of holding some other office, as is the case with the General Secretary. They are elected members of the Council, having been so chosen when elected to the presidency. Nor does there seem to be any likelihood that with a Council membership of 37, the three ex-Presidents, even if they all attend the Council meeting, are likely to be able to dominate the situation merely because they are ex-Presidents. On the whole, therefore, the Committee refrains from recommending the adoption of the amendment reducing the number of ex-Presidents on the Council from three to two. On the other hand, the Committee will not attempt to oppose its adoption if the delegates at the annual meeting believe it to be wise.

## II. Nominations for the Council

There is apparently much misunderstanding as to the significance of the provisions of By-Law No. 1 with reference to the sug-



gestions for Council nominations which members send in to the Nominating Committee. These suggestions were formerly called "votes" or "ballots," but by amendments unanimously adopted at the last annual meeting the word "suggestions" was substituted.<sup>1</sup> This was necessary to remove the misunderstanding of many members who seemed to assume that the By-Law provides for a direct primary system of nominations. This is of course not the case: the Nominating Committee is directed to give effect to the "regional preferences" indicated by these suggestions only in so far as it can do so and at the same time take into account subject matter and type of institution.

When the present provisions of By-Law No. 1, providing for the selection of nominees by regions, were adopted, it was apparently assumed that a very large proportion of the members would make suggestions to the Nominating Committee so that "regional preferences" would be clearly indicated. Experience shows that this expectation has not been fulfilled. The facts are as follows:

In 1935, the first year the present plan was introduced, the Association had about 11,500 members. Some 600 members (including those who signed group petitions) expressed their preferences for Council members from their respective districts, *i. e.*,

<sup>1</sup> By-Law No. 1 now reads as follows: *Nomination for Office.*—After each annual meeting but not later than May 1, the President shall appoint, by and with the advice and consent of the Council, a committee of not less than three members, not officers or other members of the Council, to present nominations for the offices to be filled at the next annual meeting. Before submitting his nominations for the Nominating Committee to the Council for approval the President shall in a Council letter invite suggestions in writing from the members of the Council as to the membership of the Committee. In carrying on its work, the Committee shall seek advice from chapters or members of the Association, and shall, unless otherwise directed by the Council, hold a meeting at Association expense to complete its list of nominees.

For the purpose of securing suggestions for Council nominations, blank forms will be sent out to all members in January, to be returned to the Washington Office for tabulation and reference to the Nominating Committee, each form to be filled in with the name of an Active member connected with an institution located in that one of ten designated geographical regions formed on the basis of approximately equal Active membership, in which the member submitting the name resides. After receiving the tabulated list, the Nominating Committee, having due regard to subject matter, types of institutions, and relative number of suggestions received, shall prepare a list of twenty nominees for Council membership, two for each of the ten regions, provided that, consistently with the other considerations mentioned, the selections are based upon the regional preferences indicated in the canvass and that, before the inclusion of the names on the final ballot, the consent of the nominees is secured. The ten regions are now as follows:

only  $5\frac{1}{4}\%$  of the members were sufficiently interested to fill out the blank form. In 1936 about  $6\frac{3}{4}\%$  of a membership of 12,713 sent in their preferences; and this year only  $3\frac{1}{5}\%$  of a total membership of 13,455 took the trouble to fill out the official form or to sign a group petition. In 1935 in only five of the 10 districts was the same person proposed by as many as 10 members; this year the same person was favored by as many as 10 members in each of only three of the 10 districts. The highest number of suggestions received by any person this year was 61; the next highest was 36. In view of the fact that the average number of members in each of the 10 districts is over 1300, it seems clear to Committee O that it would be inadvisable for the Nominating Committee to feel itself bound by suggestions made by so small a percentage of our members.

It has been suggested that the existing process be modified by (a) requiring the Nominating Committee to nominate a candidate in case he or she has been suggested by a certain proportion of members, and (b) requiring the publication of the names of those receiving five or more endorsements, together with a statement of the number of endorsements received by each candidate.

The first of these suggestions—that the Nominating Committee

Region I: Maine, N. H., Vt., Mass., R. I.; in Canada, Nova Scotia and Quebec

Region II: Conn., New York City, N. J.; in Canada, Ontario

Region III: Rest of N. Y., Eastern Pa. (including Wilson College on western border)

Region IV: Md., Del., D. C., Va., Western Pa. (including Pennsylvania State College on eastern border)

Region V: Ohio, Mich.

Region VI: W. Va., N. C., S. C., Ky., Tenn., La., Miss., Ala., Ga., Fla., Puerto Rico

Region VII: Ind., Ill., Wis.

Region VIII: Mo., Iowa, Minn., N. Dak., S. Dak., Mont.; in Canada, Manitoba and Alberta

Region IX: Ark., Texas, Okla., Kans., Nebr., Wyo., Colo., N. Mex.

Region X: Ariz., Utah, Nev., Idaho, Wash., Ore., Calif., Hawaii; in Canada, British Columbia

Changes in this list may be made by regular By-Law amendment or by Council action.

Nominations shall be reported to the General Secretary in time for publication in that issue of the *Bulletin* which is to be mailed to members of the Association not later than one month before the annual meeting. At the annual meeting, the nominations of the committee and any other nominations proposed in writing during the opening session of the meeting by ten or more Active members of the Association shall be voted upon by ballot in accordance with the provisions of Art. III, Sec. 3, of the Constitution.

be required to nominate a candidate in case he or she has been suggested by a certain proportion of members—seems not feasible to Committee O. In view of the small number of suggestions received such a requirement would be inoperative unless the proportion were fixed at so low a point that the plan would enable very small groups of members to dictate nominations. The Committee therefore can not recommend the adoption of such a requirement.

The latter of these suggestions the Committee wishes definitely to reject. As already pointed out, the existing practice is not in any sense an elective process. It is merely a process by which members are afforded an opportunity to recommend candidates to the Nominating Committee. To publish the names of those who are recommended would be to stultify the Committee in case it has not seen fit to nominate the person who received the largest number of recommendations, and also to embarrass the person nominated. These considerations might well impel the Nominating Committee to refuse to exercise its discretion, and the result would be that Council members would in effect be nominated by an inadequate, ill-devised process never intended for the purpose.

Either the existing practice should be continued, or a new and adequate process of nominating and electing Council members by general vote of the membership should be devised. Such a process could perhaps be devised; but it would seem to be impossible to guarantee that women, the different types of institutions, and the various disciplines would be fairly represented. To resort to a system of general election would apparently involve an abandonment of these considerations, which, up to the present time, have been looked upon as highly important if the Association is to represent the profession adequately. In this connection the Committee refers to the discussion below of the possibility of electing the President and Vice-Presidents by mail ballot. It believes the same objections there set forth apply equally here.

To bring out more clearly the problems involved, the Committee has drawn up and attached as Appendix IV (p. 556) the general outlines of a plan for the direct election of Council members by mail ballot. The Committee does not recommend its adoption. The Committee believes that an examination of its probable working will show:

(1) That it would not produce a representative Council unless the unlikely happens and a reasonably large percentage of the members vote;

(2) That it would require the members, if they voted intelligently, to spend an inordinate amount of time and labor in trying to find out the qualifications of the candidates;

(3) That there would be no assurance that fields of professional interest, types of institutions, etc., would be adequately represented.

It should be added that each year there have been sent in documents or petitions, each signed by a number of members, suggesting some person for Council membership. The Committee calls attention to the fact that By-Law No. 1 does not provide for this form of suggestion by groups, and that the only "regional preferences" which the Nominating Committee is directed to consider are those contained on the official forms sent out by the Washington Office to individual members. Nevertheless, the General Secretary, following the uniform practice of former years, has this year turned over to the Nominating Committee documents containing the signatures of groups of members, for such use as that Committee might care to make of them.

It is not clear to Committee O that it is wise to encourage the use of this form of suggestion, since it seems to lend itself so readily to political manipulation. It should of course be recognized that chapters as such are entitled to make recommendations to the Nominating Committee, and in a suggested revision of By-Law No. 1 Committee O has inserted an explicit recognition of this right of the chapters.

The method provided for in By-Law No. 1 is confessedly still in the experimental stage. After considering carefully all the available facts, Committee O is convinced that in substance it should be retained, but that in view of the relatively small number of suggestions received—this even if all the group suggestions are counted—the term "regional preferences" now contained in By-Law No. 1 may wisely be omitted because of its misleading connotation. The Committee therefore recommends that the second sentence of

the second paragraph of By-Law No. 1 be changed by eliminating the words "regional preferences" and by inserting words which recognize the right of chapters as such to present suggestions to the Nominating Committee.

In addition it is recommended that the word "regions" in By-Law No. 1 be changed to "districts," leaving the word "regions" for use in the work of Committee E in connection with regional conferences. For the work of that Committee it is necessary to divide the country into smaller territorial units with a corresponding increase in the number of divisions. To avoid confusions separate terms are desirable.

The text of this amendment will be found in the paragraph numbered 1 in Appendix III: "Proposed Amendments to the By-Laws." (See p. 556.)

### III. Election of National Officers

Due to the fact that there has been some agitation for the election of officers by means of a mail ballot, the Committee has given careful attention to this matter. If this were done, candidates for the offices of President and Vice-President might be named by the Nominating Committee, and might also be named by petitions signed by a given number of members. The names of all candidates thus nominated could be published in the *Bulletin*, and the members of the Association provided with ballots which could be marked and sent to the central office by mail.

However, the Committee is of the opinion that it would not be wise to resort to this method. The principal reasons for this opinion are:

- (1) There seems to be no considerable demand that the present system be abandoned;

- (2) Members of the Association generally would not feel that they were in a position to vote wisely. This method of electing national officers is much better suited to those organizations composed of members who are engaged in the same field of work, or discipline, and who thus may be expected to know of the qualifications of people who are eminent in their own fields. Members of a general association such as the American Association of Uni-

versity Professors are far more likely to be at a loss to judge the qualifications of possible candidates who are engaged in fields of work remote from their own.

In the absence of instructions on the matter, Committee O therefore does not at this time recommend a method of selecting national officers by mail.

#### IV. Proportional Voting

Last year the Committee submitted a proposed constitutional amendment altering the provisions for proportional voting found in Article X of the Constitution. (See Appendix II.) The proposal as offered was subjected to much acute criticism at the annual meeting, and various suggestions were made for alteration. Action was postponed and the matter referred to the Committee for further consideration in the light of the discussion. The Committee submits herewith a revised proposal which it is believed meets the criticism of last year's proposal. As now offered the amendment:

- (1) Specifically limits voting at the annual meeting to Active members;
- (2) Simplifies the method of proportional voting when that is called for by giving to each chapter a number of votes equal to the number of its Active members;
- (3) Preserves the right to vote of individual members who are not members of a chapter which has accredited delegates present;
- (4) Leaves intact the provision for the division of a chapter's vote between the delegates present when those delegates are divided in opinion.

The text of this amendment to Article X will be found in Appendix I, paragraph 4. (See p. 550.)

If the suggested amendment to Article X is adopted, it will be desirable to embody in Article III, Section 3, an explicit provision that the method of proportional voting applies to the election of officers. That is the construction now given to the present provisions of Article III, but as these are ambiguous it seems desirable



to state their accepted meaning in explicit terms. The needed amendment will be found in Appendix I, paragraph 5. (See p. 550.)

It will also be desirable to adopt a similar amendment to Article IX, which deals with amendments to the Constitution, thus making it clear that the method of proportional voting provided for in Article X also applies to constitutional amendments. The text of such an amendment will be found in Appendix I, paragraph 6. (See p. 550.)

### **V. Terms of Office of Council Members**

Prior to the adoption of the requirement that the Nominating Committee shall nominate two candidates for each vacancy on the Council, the likelihood that the nominees would be elected was so great that a large majority of them attended the annual meeting and were assured of having their traveling expenses paid as members of the Council, if elected, if they attended the meeting of the Council which is held immediately after the close of the annual meeting. With two nominees for each vacancy this is no longer the case. The result has been that very few of the newly elected members are present to attend the final session of the Council. On the other hand, under the wording of the Constitution as it stands, the terms of 10 retiring members of the Council have expired at the close of the annual meeting and these members are thus technically ineligible to participate in the final session of the Council. The Committee recommends a slight change in the wording of the relevant section of the Constitution so that the terms of office of retiring members of the Council will not expire until the close of the last session of the Council, held immediately after the annual meeting. The text of the amendment will be found in Appendix I, paragraph 7. (See p. 551).

### **VI. Admission of Administrative Officers to Membership**

The Committee has again considered carefully the question of the general admission of administrative officers, as suggested by Chancellor Capen in his address at the last annual meeting. The Committee sees no reason to change the view expressed in its re-



port last year that this would be unwise and not helpful in the way of promoting amicable relations between those who administer and those who teach and investigate.<sup>1</sup>

### VII. Eligibility of Younger Men for Active Membership

At the October meeting of the Council the Committee was requested to consider and report upon the question of opening Active membership to persons holding positions as teachers or investigators but now eligible only for election as Junior members because they have held their positions for less than the prescribed three years. Members of the Council and of the Committee on Admissions were asked to express their opinions on the matter to the Committee. Only a few did so. All but one opposed doing away with the present probationary period. After careful consideration the Committee has reached the conclusion that probably it is wise to require a probationary period for persons just entering upon an academic career before making them Active members, but that two instead of three years may be long enough. In order to place the Association in a position to act upon the matter at this annual meeting, the Committee has prepared and submits an amendment reducing the probationary period to two instead of three years. The Amendment will be found in Appendix I, paragraph 8. (See p. 551.)

<sup>1</sup> In the 1936 report the Committee submitted the following statement concerning the general admission of administrative officers to membership:

At the October Council meeting a member introduced a resolution that the Council take steps to make presidents as well as deans and other administrators eligible for Active membership in the Association. This resolution was referred by the Council to Committee O for consideration and report to the Annual Meeting. It is the judgment of the Committee that no change of this kind in the present qualifications for membership is advisable at this time. The Association is an organization for the formulation and expression of the opinion of those members of the staffs of universities and colleges who are primarily teachers and investigators rather than administrators. Deans who are also teachers are eligible, as well as heads of departments. The purely administrative officers already have organizations through which they can express their opinions. In expressing this view the Committee wishes to emphasize that the present form of organization of the Association is not based upon hostility to administrators but merely upon a belief that it is desirable to have an organization through which the opinion of those who are primarily teachers and investigators can be formulated and expressed. The Committee believes that bringing in persons who are primarily administrators might well defeat its own end and tend to promote rather than decrease hostility to those in administrative positions.

### VIII. Other Amendments

In accordance with the request of the Council, the Committee submits an amendment explicitly authorizing the Council to accept gifts of funds for endowment or other purposes: See Appendix I, paragraph 9. (See p. 551.)

In accordance with the instructions of the Association at the last annual meeting an amendment to the Constitution has been prepared which if adopted will enable the Association to elect Dr. H. W. Tyler to a life membership in the Council: See Appendix I, paragraph 10. (See p. 552.)

At the spring meeting of the Council the employment of an Associate Secretary was authorized, to whom the General Secretary might with the approval of the President delegate a portion of the General Secretary's duties. As the existing By-Law uses only the titles "Executive" or "Assistant" Secretary, it seems desirable to give technical validity to the title authorized by the Council. An appropriate amendment to the relevant By-Law will be found in Appendix III, paragraph 2. (See p. 556.)

The Committee makes as its final recommendation the proposal that the size of the Nominating Committee be increased from three to five. The Committee believes that this would insure a more representative group, and that the increased expenditure involved would be fully justified. No change in By-Law No. 1 is necessary, since the present provision is that the Nominating Committee shall consist of *not less than* three members. Presumably all that is needed is for this meeting to express its opinion upon the matter to the President and the Council.

The Committee wishes to emphasize in closing that under the amendments adopted last year the Council is ultimately responsible for the composition of both the Executive Committee and the Nominating Committee, since the President is now required to obtain the advice of Council members before making his nominations for these committees and also to submit his selections to the Council for approval. To deprive the President of the power to nominate these Committees by providing for their direct election by the Council—as is still urged by some members—would in the judgment of Committee O deprive the Association of respon-

sible government and greatly diminish the efficiency with which its affairs are now conducted.

For the Committee:

W. W. COOK, *Chairman*

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#### APPENDIX I

### Constitutional Amendments Proposed by Committee O, 1937

1. Amend Article III, Section 1, by striking out the words "two Vice-Presidents" and inserting in their place "a First Vice-President, a Second Vice-President." Thus amended the Section reads: "*The Officers of the Association shall be a President, a First Vice-President, a Second Vice-President, a General Secretary, and a Treasurer.*"

2. Insert as the fifth sentence of Article III, Section 3: "In case of a vacancy in the office of President, the First Vice-President shall succeed to the office." Insert in last sentence "other" after "vacancy in any," and insert a comma after "annual meeting." Thus amended the fifth and last sentences of the Section read: "*In case of a vacancy in the office of President, the First Vice-President shall succeed to the office. In case of a vacancy in any other office, the Council shall have power to fill it until the next annual meeting, and such appointee shall be eligible for continuance by election at that time.*"

3. Amend the fourth sentence of Article V, Section 2, by inserting after the words "the President" the words "and the First Vice-President," placing a comma after the inserted words. Thus amended the section reads: "*The Council shall be responsible for carrying out the general purposes of the Association as defined in the Constitution. It shall deal with questions of financial or general policy, with the time, place, and program of the annual and of any special meetings of the Association. It shall present a written report to the Association at the annual meeting. It shall have authority to*

*delegate specific responsibility to an Executive Committee of not less than six members including the President and the First Vice-President, and to appoint other committees to investigate and report on subjects germane to the purposes of the Association (See By-Law 11)."*

4. Amend Article X of the Constitution by striking out all but the first sentence and substituting the following: "The Active members of the Association in each chapter may elect one or more delegates to the annual meeting. At the annual meeting all members of the Association shall be entitled to the privileges of the floor, but only Active members to a vote. Questions shall ordinarily be determined by majority vote of the Active members present and voting, but on request of one-third of these members a proportional vote shall be taken. When a proportional vote is taken, the accredited delegates from each chapter shall be entitled to a number of votes equal to the number of Active members in their respective chapters, but any other Active member not included in a chapter thus represented shall be entitled to an individual vote. In case a chapter has more than one delegate, the number of votes to which it is entitled shall be equally divided among the accredited delegates present and voting. The manner of voting at a special meeting of the Association shall be the same as for the annual meeting."

5. Amend the first sentence of Article III, Section 3, of the Constitution by inserting the word "ordinarily" after "the Council shall," and also inserting in the same sentence the words "the Active" before the words "members present;" by changing period to a comma, and adding to the sentence the following: "but on request of one-third of these members a proportional vote shall be taken in the manner prescribed in Article X." As thus amended the sentence reads: "*The President, the Vice-Presidents, and the elective members of the Council shall ordinarily be elected by a majority vote of the Active members present and voting at the annual meeting, but on request of one-third of these members a proportional vote shall be taken in the manner prescribed in Article X.*"

6. Amend Article IX, Section 1, as follows: (a) strike out the word "those" and substitute "the Active members;" (b) substitute comma for semi-colon after "meeting," and insert there, "provided

that on the request of one-third of these members a proportional vote shall be taken in a manner provided in Article X; and (c) insert "further" before "that written notice." As amended the Section reads: "*The Constitution may be amended by a two-thirds vote of the Active members present and voting at any annual meeting, provided that on the request of one-third of these members a proportional vote shall be taken in the manner provided in Article X; and provided further that written notice of any proposed amendment shall be sent to the General Secretary by five members of the Association not later than two months before the annual meeting.*"

7. Amend the last sentence of Article III, Section 2, by adding to that sentence the following: "except that terms of retiring members of the Council shall not expire until the close of the last session of the Council held in connection with the annual meeting." Thus amended the sentence reads: "*The terms of the officers shall expire at the closing session of the annual meeting, or thereafter on the election of successors, except that terms of retiring members of the Council shall not expire until the close of the last session of the Council held in connection with the annual meeting.*"

8. Amend the first sentence of Article II, Section 2, by changing the word "three" to the word "two," so as to make teachers or investigators eligible for membership after two years of service instead of three. Thus amended the Section reads: "*Active Members. Any university or college teacher or investigator who holds, and for two years has held, a position of teaching or research in a university or college (not including independent junior colleges) in the United States or Canada, or in a professional school of similar grade, may be nominated for membership in the Association. At the discretion of the Committee on Admissions, service in foreign institutions may also be counted toward the two-year requirement.*"

9. Amend Article V, Section 1, dealing with the powers of the Council, by adding to the Section the following: "It shall have power to accept gifts of funds for endowment or current expenditures of the Association." Thus amended the Section reads: "*The President, the Vice-Presidents, and the General Secretary, together with the three latest living ex-Presidents, shall, with thirty elective members, constitute the Council of the Association, in which the responsible management of the Association and the control of its*

*property shall be vested. The President shall act as chairman of the Council. It shall have power to accept gifts of funds for endowment or current expenditures of the Association."*

10. Amend Article V, Section 1, by inserting as the second sentence of the section the following: "On recommendation of the Council a former General Secretary of the Association who has held that position for ten years or more may by vote of the Association at the annual meeting be elected a life member of the Council." Thus amended the Section reads: "*The President, the Vice-Presidents, and the General Secretary, together with the three latest living ex-Presidents, shall, with thirty elective members, constitute the Council of the Association, in which the responsible management of the Association and the control of its property shall be vested. On recommendation of the Council a former General Secretary of the Association who has held that position for ten years or more may by vote of the Association at the annual meeting be elected a life member of the Council. The President shall act as chairman of the Council. It shall have power to accept gifts of funds for endowment or current expenditures of the Association.*"

## APPENDIX II

### Constitutional Amendments Proposed by Committee O, 1936<sup>1</sup>

Article III, Section 1: Change "the Association" to "this Association," "two Vice-Presidents" to "a Vice-President." Thus amended the section reads: "*The officers of this Association shall be a President, a Vice-President, a General Secretary, and a Treasurer.*"

Article III, Section 2: Change "Vice-Presidents" to "Vice-President." Replace "that of the elective members of the Council three years, ten elective members retiring annually, but if in any year the terms of the President and both Vice-Presidents expire simultaneously, one of the latter may be designated by the Council to serve an additional year. The terms of the officers" with "and." Substitute "close" for "closing session" before "of the annual meeting." Thus amended the section reads: "*The term of office of the President and the Vice-President shall be two years and*

<sup>1</sup> Laid on the table by vote of the 1936 annual meeting.



*shall expire at the close of the annual meeting, or thereafter on the election of successors."*

Article III, Section 3: In first sentence, change "Vice-Presidents" to "Vice-President," insert "ordinarily" after "the Council shall;" substitute "accredited delegates" for "members" after "majority vote of." Add at end of first sentence, "but on request of one-third of the accredited delegates present a proportional vote shall be taken in the manner provided in Article X." Delete the third sentence, adding the following to the second sentence, "and may be removed by the Council on charges after a hearing or on one year's notice." In fourth sentence which becomes third sentence, change "Vice-Presidents" to "Vice-President," and omit "the" before "retiring elective members." Insert as fourth sentence: "In case of a vacancy in the office of President, the Vice-President shall succeed to the office." Insert in last sentence "other" after "vacancy in any," and insert a comma after "annual meeting." Thus amended the section reads: "*The President, the Vice-President, and the elective members of the Council shall ordinarily be elected by a majority vote of the accredited delegates present and voting at the annual meeting, but on request of one-third of the accredited delegates present a proportional vote shall be taken in the manner provided in Article X. The General Secretary and the Treasurer shall be elected by the Council and may be removed by the Council on charges after a hearing or on one year's notice. The President, Vice-President, and retiring elective members of the Council shall not be eligible for immediate re-election to their respective offices. In case of a vacancy in the office of President, the Vice-President shall succeed to the office. In case of a vacancy in any other office, the Council shall have power to fill it until the next annual meeting, and such appointee shall be eligible for continuance by election at that time.*"

Article V, Section 1: In first sentence, change "Vice-Presidents" to "Vice-President;" substitute "and" for "together with," "two" for "three" ex-Presidents, and "twenty-one" for "thirty" elective members. Delete from end of first sentence, "in which the responsible management of the Association and the control of its property shall be vested." Insert as second sentence: "The term of office of the elective members of the Council shall be three years,

seven being elected at each annual meeting; but nothing in this section shall be construed as affecting the term of office of members of the Council elected prior to 1937." Thus amended the section reads: *"The President, the Vice-President, the General Secretary, and the two latest living ex-Presidents, shall, with twenty-one elective members, constitute the Council of the Association. The term of office of the elective members of the Council shall be three years, seven being elected at each annual meeting; but nothing in this section shall be construed as affecting the term of office of members of the Council elected prior to 1937. The President shall act as chairman of the Council."*

Article V, Section 2: Add (from Section 1) to first sentence after "The Council" the following: "shall be vested with the responsible management of the Association and the control of its property, and." Delete "financial or" from second sentence, and add "meeting" after "annual." In last sentence substitute "may" for "shall have authority to," delete "specific" before "responsibility," insert after "responsibility" the phrase "in one or more of these matters," insert comma after "President," and substitute "may" for "to" before "appoint." Thus amended the section reads: *"The Council shall be vested with the responsible management of the Association and the control of its property, and shall be responsible for carrying out the general purposes of the Association as defined in the Constitution. It shall deal with questions of general policy, with the time, place, and program of the annual meeting and of any special meetings of the Association. It shall present a written report to the Association at the annual meeting. It may delegate responsibility in one or more of these matters to an Executive Committee of not less than six members including the President, and may appoint other committees to investigate and report on subjects germane to the purposes of the Association."*

Article IX, Section 1: Substitute "this" for "the" before "Constitution," "the accredited delegates" for "those" before "present;" substitute comma for semi-colon after "meeting," and insert there "provided that on the request of one-third of the accredited delegates present a proportional vote shall be taken in the manner provided in Article X; and;" "further" before "that written notice." Thus amended the section reads: *"This Constitution may be*

*amended by a two-thirds vote of the accredited delegates present and voting at any annual meeting, provided that on the request of one-third of the accredited delegates present a proportional vote shall be taken in the manner provided in Article X; and provided further that written notice of any proposed amendment shall be sent to the General Secretary by five active members of the Association not later than two months before the annual meeting."*

Article X: Substitute "chapter" for "institution" in second sentence. Insert after the second sentence the following two sentences: "Only delegates duly accredited by the President or Secretary of their chapter shall be entitled to vote. Other members of the Association who are present shall be entitled to the privileges of the floor but not to vote." In the next sentence, omit at the beginning "At the annual meeting," and insert "accredited" before "delegates" in the two instances. In the next sentence insert "accredited" before "delegates," "at least" before "one vote;" substitute "chapter" for "institution" in the two instances; insert "active" before "members" in the two instances. Omit the last sentence, adding two sentences as follows: "The vote to which the accredited delegates from each chapter are entitled shall be equally divided among the accredited delegates present and voting. The manner of voting at a special meeting of the Association shall be the same as above provided for the annual meeting." Thus amended the article reads: "*The Association shall meet annually at such time and place as the Council may select. The members of the Association in each chapter may elect one or more delegates to the annual meeting. Only delegates duly accredited by the President or Secretary of their chapter shall be entitled to vote. Other members of the Association who are present shall be entitled to the privileges of the floor but not to vote. Questions shall ordinarily be determined by majority vote of the accredited delegates present and voting, but on request of one-third of the accredited delegates present a proportional vote shall be taken. When a proportional vote is taken the accredited delegates from each chapter shall be entitled to at least one vote, and, in case of a chapter with more than fifteen active members, to one vote for every ten active members or majority fraction thereof. The vote to which the accredited delegates from each chapter are entitled shall be equally divided among the accredited delegates*

*present and voting. The manner of voting at a special meeting of the Association shall be the same as above provided for the annual meeting."*

#### APPENDIX III

##### Amendments to the By-Laws

1. Strike out the second sentence of the second paragraph of By-Law No. 1 and substitute the following: "After receiving the tabulated list, the Nominating Committee, giving due regard to fields of professional interest, types of institutions, and suggestions received from members and from chapters, shall prepare a list of twenty nominees for Council membership, two from each of the ten districts, provided that before the inclusion of names on the list of nominees the consent of the nominees is secured."

2. Amend By-Law No. 7 by changing the word *Executive* in the last sentence to *Associate* so that the sentence will read: "He may with the approval of the President delegate any of these duties to an Associate or Assistant Secretary appointed by the Council for that purpose."

#### APPENDIX IV

##### Direct Election of Council Members<sup>1</sup>

Candidates for district Council member shall be nominated by petitions signed by 25 Active members of the Association resident within the district which the Council member is to represent. No member shall sign more than one petition. Petitions nominating candidates shall be filed in the office of the General Secretary not later than June 1. Ballots shall be prepared for each district, on which shall be listed in alphabetical order the names of all candidates properly nominated.

After the name of each candidate printed on the ballot shall be indicated the institution with which he or she is connected, and the field of study or discipline in which he or she is engaged. These ballots shall be distributed to all members of the Association with the October *Bulletin*.

Each Active member of the Association shall be entitled to cast one ballot for a candidate to represent his district. Ballots shall

<sup>1</sup> For discussion only; not recommended for adoption.

be marked by means of the figures 1, 2, 3, etc.; and in this way the voter shall express his first, second, third, and as many subsequent choices as he may wish from among the candidates listed on the ballot.

Ballots must be in the office of the General Secretary not later than December 1. To be valid, ballots must be signed by the voter.

The ballots shall be counted by the General Secretary, who shall count them in accordance with the principle of proportional representation known as the "single transferable vote." In case no candidate has a majority of first choices the ballots of whichever candidate has the smallest number of first choices shall be distributed in accordance with the second choices indicated on such ballots; and thus the distribution of ballots shall proceed until some candidate secures a majority of all ballots cast within the district, whereupon such candidate shall be declared elected.

## EDUCATION AND FREEDOM IN A DEMOCRACY<sup>1</sup>

By JOSEPH ALLEN

City College of New York

### I

In discussing any matter concerning the teaching profession it is important not to allow modesty to prevent recognition of, and public emphasis upon, the place of education in a democracy. A democracy not based upon a foundation of education can not endure. Such education must be widespread and extended to everyone in so far as he has the capacity to derive benefit from the educational process. Education in a democracy must be adapted to local conditions and to individual abilities. It must be conducted with a generous welcome to new ideas and methods and it must be administered in such a way that successive generations of citizens may have the equipment to meet changed conditions wisely, cordially, and with tolerance for the opinions of others.

If this seems to any of you trite and to be taken for granted it may be because you are of my generation which took it for granted, or because you have not let your attention wander far from your own comfortable niche in the world of today. If you are inclined to be complacent about the status of education, look abroad for a moment. How much unfettered popular education exists today in Italy, Germany, or Japan? And what is the status there of freedom of speech and other popular rights, which must be preserved in any democratic society? One of the first steps in the overthrow of constitutional rights in these countries was the seizure of the schools and colleges and the substitution of partisan propaganda for education. There was a rigid suppression of free inquiry and unhampered advancement of learning in secondary schools as well as in institutions of higher learning.

<sup>1</sup> Based upon an address delivered before a regional meeting of the American Association of University Professors at St. Lawrence University, October 10, 1936.



The situation is not so serious in the leading democracies of the world. We may view with considerable satisfaction the excellence and comparatively wide extent of popular education in England, France, the Scandinavian countries, Canada, and the United States. Here at home we do well to remember with Horace Mann that "the common school is the greatest discovery ever made by man."

Unfortunately, however, universal free education has been endangered in the United States by forces which resemble in many particulars those which have destroyed the freedom of education abroad. You may observe examples of suppression of teaching and research, appearing sometimes in flagrant form. In Tennessee, children are denied the opportunity to understand the nature of science in an age of science. Elsewhere, the facts of history, economics, and government are suppressed by state control of textbooks at the behest of so-called patriotic societies. Recently, we have seen a wave of intolerance sweeping the country in the form of requiring teachers to take loyalty oaths, a particularly obnoxious form of suppression of freedom of thought, because it intimidates teachers from discussing openly and objectively the many forms of economic and political theory which are being espoused in various parts of the world today.<sup>1</sup> Future citizens, therefore, are being cheated of their fundamental constitutional rights to a complete study of all aspects of the world in which they live.

The world for centuries has sought and failed to find a sure way of attaining a life of comfort, peace, and general well being. It has been convulsed by wars, revolutions, and economic upheavals. Somehow it has survived the despair and misery of one cataclysm, only to find itself plunged into another later on. Since the World War there has been much talk of setting up, through the League of Nations, the World Court, and other machinery for the discussion of international affairs, a means of settling disputes. Meager as the results of these attempts have been, a younger generation may

<sup>1</sup> The American Association of University Professors took note of this disquieting situation by adopting a resolution at its annual meeting in Richmond, Virginia, December 29, 1936, condemning the teachers' oaths adopted in 22 states and calling upon all citizens "to work for their repeal in states where such laws are already on the statute books." *Bulletin*, Volume XXIII, No. 1, January, 1937, p. 7.

take some comfort in the knowledge that there are many people who not only hope for better things but are willing to lend their support to others who seek to establish programs for an intelligent and civilized solution of world problems. This involves trial and error but eventually, let us hope, the scientific approach to government may gain a foothold, and emotional waves of hysterical opposition to some "ism" will subside, at least to the extent of permitting the youth of the country to acquire an education for the democratic way of living. It is only by these means that errors can be lessened when our future citizens come to take their places in business and in government.

At the Harvard Tercentenary Celebration in 1936, President Conant placed a strong emphasis upon the need of freedom of discussion as a means of developing our national culture. Before a gathering of eminent scholars and statesmen, he said:

For the development of a national culture based on a study of the past one condition is essential. This is absolute freedom of discussion, absolutely unmolested inquiry. We must have a spirit of tolerance which allows expression of all opinions however heretical they may appear. Since the seventeenth century this has been achieved in the realm of religion. Unfortunately, there are ominous signs that a new form of bigotry may arise. This is most serious, for we can not develop the unifying educational forces we so sorely need unless all matters may be openly discussed. The origin of the Constitution for example, the functioning of the three branches of the Federal Government, the forces of modern capitalism, must be dissected as fearlessly as the geologist examines the origin of rocks. On this point there can be no compromise.

It is heartening to have this statement of belief in academic freedom from a distinguished scientist who wishes to dissect governmental and economic conditions "as fearlessly as the geologist examines the origin of rocks."

## II

Academic freedom is closely bound up with academic tenure. If a professor expresses opinions which the orthodox regard as "unsound doctrine," the easy way to deal with him is not to dis-

miss him or to demote him but simply to refuse him reappointment. Under a system of hiring and firing, the college or university administration, if unchecked by legal or other forces, may give no reason whatsoever for the action. Frequently the reason or reasons, when stated publicly, are designed to conceal the fact that the authorities have got rid of the professor because his views are "subversive" to them. Under these conditions there can be no academic freedom. Thus academic freedom and tenure always go together.

The attack upon the freedom of professors has not seemed serious to many people. A few professors are prevented from talking unwisely but what harm is there in that, they ask? Is this necessarily the case? If those corporations that generously present laboratories and equipment to colleges and universities demand some control over teaching in the institution, if pressure by legislatures or individuals is used to make our schools purveyors of propaganda, then the danger is great and vigilance to stamp out the threat is the duty of all. President Hutchins of the University of Chicago believes firmly in the social and intellectual value of permanent tenure for professors. Interestingly enough he came to this conclusion only after a period of opposition to the policy. Admitting frankly his change of attitude, Dr. Hutchins has written:

I used to be opposed to permanent tenure for university professors. I thought it was an invitation to mediocrity and had a debasing effect on salaries. I am now convinced that the greatest danger to education in America is the attempt, under the guise of patriotism, to suppress freedom of teaching, inquiry, and discussion. Consequently, I am now in favor of permanent tenure, with all its drawbacks, as by far the lesser of two evils.<sup>1</sup>

The surest way to bring unorthodox professors to time is, of course, to intimidate them by firing one of their number when he transgresses the dictates of the pressure groups in the community. For this reason, the Association's work in behalf of academic freedom and tenure has been and will doubtless continue to be important and exacting. And since the danger to our democracy

<sup>1</sup> Hutchins, Robert M., *No Friendly Voice*, 1936, p. 121.

is not restricted to the rights of the professor, the Association has a committee on Freedom of Speech (Committee B) which is co-operating closely with other scientific and social organizations in preserving the basic rights of constitutional democracy.

There are two traditions about professors. As a class they are pictured as absent minded, unpractical, and given to dreaming about impossible Utopias. If given power, it is urged by some, they will indulge in all sorts of boondoggling. But as individuals, on the other hand, they are in great demand as specialists who speak with authority and whose painstaking and accurate researches have helped to create the modern world. Both points of view no doubt have some justification. Certainly professors are inclined to be conservative and at times unrealistic outside their own fields of investigation. Proposals for important changes in college procedure or in the curriculum, must be set out from two to five years in advance of final action by the institution. It must be admitted also that professors have been slow to meet their obligations in respect to the advancement of education in a democracy.

The failure of the professoriate to understand its obligations as a profession appears the more striking when compared with the activities of the legal and medical professions. Each of these has long had an organization which is devoted to the effective promotion of the ideals of the group. In order to remove abuses, to maintain and improve standards of performance, and to cooperate with other associations whose interests are similar or overlapping, the lawyer has his Bar Association and the physician his Medical Society. Few are the reputable medical men or lawyers who do not belong to their respective organized bodies. These professional groups, therefore, have long been effective in expanding the influence of medicine and law. Their great influence may be accredited largely to the fact that they enlist as members an overwhelming proportion of the profession.

### III

The American Association of University Professors has endeavored to promote the best interests of democratic society by seeking to safeguard the precious heritage of academic freedom and tenure. Although it has been in existence only 22 years, the

Association has more than 13,000 members and 272 organized chapters. It has established a high reputation and has done effective work in its sphere of activity. But it should have 40,000 members at least out of the 55,000 or 60,000 persons who are eligible to belong to the Association. The Association would thereby gain many-fold in influence simply because it enrolled such a large percentage of the profession. The faculty of each institution should emulate the record of Goucher College which has almost 100 per cent of the teaching staff in its chapter.

The impression is held in some quarters that the American Association of University Professors is nothing more than a high-brow trade union, but this view represents a mistaken concept of the work of the Association. A building must have a firm foundation, it is true, but the superstructure has many rooms devoted to a variety of useful purposes. So it is with our Association. With its principles of academic freedom and tenure firmly established, the Association can more effectively carry out its stated purpose which is to promote "the interests of higher education and research, and in general, to increase the usefulness and advance the standards and ideals of the profession."<sup>1</sup> Indeed, from the beginning this broadly stated purpose has inspired the officers and members of the Association and a record of high achievement has been made in advancing the best interests of the profession.

The Association has functioned by making use of four devices: committees, conferences, chapters, and the *Bulletin*. Historically speaking, the use of committees in carrying out the objectives of the Association was most natural. The Association at first was solely an organization of individuals. It had no chapters or even a headquarters. The problems of the profession were assigned, therefore, to volunteer committees of its members with instructions to investigate and report. For reasons which have become clear to all, the first committee (Committee A) had for its function the guardianship of academic freedom and tenure. This committee has functioned wisely and courageously and its activity has done more to lift the Association to a place of dignity and influence in the field of higher education than any other aspect of the

<sup>1</sup> Quoted from Article I of the Constitution. See *Bulletin*, Vol. XXIII, No. 1, January, 1937, p. 58.

Association's work. Perhaps the most significant evidence of the effectiveness of the work of Committee A is the fact that the Association of American Colleges, an organization of college and university presidents, has adopted the standards set by the Washington Conference in 1925,<sup>1</sup> and that Chancellor Capen of the University of Buffalo has urged upon all trustees their duty to defend and promote academic freedom and tenure.<sup>2</sup> Thus Committee A deals with the foundations. In the superstructure of our organization we find active occupants as numerous as the letters of the alphabet. Important among these is Committee Z on the Economic Condition of the Profession, which is working continuously for the economic welfare of the profession.

To secure a consideration of the reports of its committees, the Association regularly engages in conferences. The most important of these is the two-day annual meeting. More than 125 delegates drawn from every section of the country and from a large variety of institutions meet to discuss the significant problems of the profession. It is obvious, however, that only a small number of our members can attend the annual meetings. The Association, therefore, has divided the country into 16 regions of substantially equal membership for the purpose of holding other conferences during the year. These conferences generally center on one or two topics and meet for one session. They bring together more members than could possibly attend the annual meetings and are having a most valuable effect in increasing the usefulness of the Association.

The Association was still young when the need for chapters was recognized. For one thing, the chapters lend our organization a flexibility in local affairs which the larger Association, in the very essence of things, is unable to achieve. Furthermore, the chapters do much valuable work in publicizing the committee reports and in

<sup>1</sup> Statement on "Academic Freedom and Tenure" agreed upon at the Washington Conference, January 2, 1925. *Bulletin*, Vol. XI, No. 2, February, 1925, pp. 100-101. The statement was adopted by the Association of American Colleges at the annual meeting, January 8-10, 1925, and was reaffirmed at their meeting on January 17, 1935. The statement has been reprinted annually in the January *Bulletin*.

<sup>2</sup> An address on "The Responsibility of Boards of Trustees for the Preservation of Academic Freedom" given at the Conference of Trustees of Colleges and Universities, Lafayette College, April 26, 1935. *Bulletin*, Vol. XXI, No. 6, October, 1935, pp. 477-482.



making practical use locally of progressive recommendations which are suited to the needs of a particular college. One happy result of chapter meetings is the substitution of an informal spirit for the more formal atmosphere of a faculty meeting with its deference to seniority and administrative prestige. Genuine conference tends to replace debate and thus there is developed a friendly tolerance for all fields of thought. A skillful chairman can do a real service to his college or university by calling upon and encouraging the shy man or the younger man to express his views about the problems under discussion.

Finally, the effectiveness of the work of the Association is enhanced by the publication of the *Bulletin* which is sent eight times each year to every member. In it are to be found the reports of committees, the work of the Council, the proceedings of the annual meeting, the activities of chapters and regional groups and discussions of issues of general interest in the field of higher education. The publication of the *Bulletin*, therefore, is integrated carefully into the work of the Association and offers an opportunity for the publicizing and promotion of its more significant endeavors.

#### IV

The attempt has been made in this paper to show the importance of popular, untrammelled education in a democracy and to indicate in what respects the American Association of University Professors has sought to further these ideals. Chief emphasis has been placed upon the great importance to society of maintaining academic freedom and tenure. For an organization which has been in existence only little more than two decades and which has had to encounter the inertia of a portion of the teaching profession and the active opposition of many powerful individuals in society who do not believe in its principles, the Association has accomplished as much as any reasonable person has a right to expect. The prestige of the Association is increasing and now stands at a higher level than at any previous time in its history. With the assistance of an expanding and devoted membership, it will continue aggressively to maintain and promote the best interests of education and hence of democracy itself.

## BETTER STATISTICS OF HIGHER EDUCATION<sup>1</sup>

EDITORIAL NOTE: The report of the Association's Committee Y, entitled "Depression, Recovery and Higher Education," is receiving favorable attention from numerous educational organizations. Among these is the Educational Buyers, Inc., whose recent editorial in their journal on the report is printed this month for the information of the members of the Association. The editorial is as follows:

The volume on "Depression, Recovery and Higher Education," issued by a committee of the American Association of University Professors, calls attention forcibly to the absence of and great need for accurate and comparable statistics of higher education. Subjects on which the committee found that complete or dependable data were not available prior to 1936 included finance, enrollment, and staff. In every one of these areas much has been done in the way of gathering statistics, but the results are far short of what are needed.

The primary responsibility for meeting the challenge thus raised by the committee seems to us to be that of the U. S. Office of Education. It is the logical agency to provide this service, and probably has done the most to accomplish that end. However, it can not succeed alone, it must have the cooperation and support of institutions and of educational associations. The U. S. Office should also follow the advice of representative persons and groups in the various fields of data as to the forms of reports and the methods of compiling them.

The challenge presented by the American Association of University Professors is one which should be taken up vigorously. There should be a conference of representative educational administrators including presidents, registrars, and financial officers, and representatives of the U. S. Office of Education and other interested bodies. If funds are needed for such a conference, it

<sup>1</sup> An editorial reprinted from *The Educational Business Manager and Buyer*, Vol. XX, No. 3, September, 1937.

would be a worthy project for an interested benefactor. The conference should determine the principles applying to uniform statistics of all kinds, and the best methods of putting those principles into effect. As to finances, the work of the National Committee on Standard Reports seems to already cover the ground. Similar work is needed in the other fields. A permanent advisory body to aid the U. S. Office or other agencies in carrying out the program should be created.

The problem is by no means a simple one, but it is not insurmountable. The present overlapping, incompleteness, slowness, inaccuracy, and lack of continuity in higher education statistics are little credit to the world's greatest assembly of brains and initiative—American colleges, universities, and educational associations. It is high time that these deficiencies are overcome, once and for all.

## ASSOCIATION NEWS

### Washington Office

#### *Annual Meeting*

The twenty-fourth annual meeting of the American Association of University Professors will be held at Indianapolis, Indiana, on Friday and Saturday, December 31 and January 1, which are the closing days of the meetings of the American Association for the Advancement of Science. Headquarters for the meeting will be at the Claypool Hotel.

Preliminary arrangements include the following:

Report of Committee A on Academic Freedom and Tenure, Professor W. T. Laprade, Duke University, *Chairman*

Report of Committee O on Organization and Policy, Professor W. W. Cook, Northwestern University, *Chairman*

Report of Committee E on Organization and Conduct of Local Chapters, Professor G. H. Ryden, University of Delaware, *Chairman*

Final report of Committee Y on the Effect of Depression and Recovery on Higher Education, Professor Malcolm M. Willey, University of Minnesota, *Director of Studies*

Report of Committee Z on the Economic Condition of the Profession, Professor W. B. Graves, Temple University, *Chairman*

Report of Committee T on Place and Function of Faculties in University and College Government, Professor G. H. Sabine, Cornell University, *Chairman*

Report of the Nominating Committee, Professor Clyde L. Grose, Northwestern University, *Chairman*

Report of the General Secretary

A symposium, "What the American Association of University Professors Is and What It Is Not," followed by an open forum. The discussion leaders for the symposium will be announced in a Chapter Letter and in the December *Bulletin*

The annual formal dinner will be held on the evening of December 31. Professor A. J. Carlson will address the delegates as the Association's retiring President. Professor A. O. Lovejoy of the Johns Hopkins University will be the second speaker. Luncheon meetings are planned for each day, with one or more speakers.

Election of officers will take place on the morning of January 1, following the formal presentation of the report of the Nominating Committee, which is published elsewhere in this issue. On the election this year of ten Council members, the Council will, for the first time, comprise a representative group of three members from each of the ten geographical regions as provided in the present By-Law No. 1, which was adopted in November, 1934.

The dates selected for this year's annual meeting, December 31 and January 1, make it possible for our members attending departmental association meetings scheduled in other cities earlier in the week to reach Indianapolis and participate in the program. Last year's annual meeting, held in Richmond, Virginia, in connection with the Modern Language Association, attracted the largest attendance in the history of the Association. This year, in view of the more central location, and with only slight conflicts with specialized association meetings, the attendance should be even larger.

The annual meeting will be preceded by two sessions of the Council on Thursday, December 30. There will also be a session of the Council following the annual meeting on the evening of January 1.

*Conference with Representatives of the Association of American Colleges on Academic Freedom and Tenure*

If academic freedom is to become a reality, and satisfactory tenure conditions essential to its maintenance are to be secured there must ultimately be mutual understanding among college and university administrative officers, boards of trustees, and teachers and investigators. To that end in 1934, with the authorization of the Council, the then responsible officers of this Association, Professors W. W. Cook, General Secretary, and S. A. Mitchell, President, together with the responsible officers of the Association of American Colleges inaugurated joint conferences to clarify fur-

ther the custom and usage of academic freedom and tenure as codified in the Washington resolutions of 1925.<sup>1</sup> Since then several informal meetings between representatives of these two associations have been held, and, in the opinion of those participating, they have contributed much toward common understanding.

At the request of the officers of the Association of American Colleges, another such meeting was held in Washington, D. C., on October 4. The representatives of the Association of American Colleges were Chancellor S. P. Capen, University of Buffalo; Presidents W. C. Dennis, Earlham College; Meta Glass, Sweet Briar College; E. J. Jaqua, Scripps College; J. L. McConaughy, Wesleyan University, President of the Association of American Colleges; E. D. Soper, Ohio Wesleyan University; H. M. Wriston, Brown University, Chairman of the Commission on Academic Freedom and Academic Tenure; and Dr. G. E. Snively, Executive Secretary of that Association. Representatives of this Association were Professors A. J. Carlson, University of Chicago, the Association's President; W. W. Cook, Northwestern University, former President, former General Secretary, and Chairman of Committee O on Organization and Policy; W. T. Laprade, Duke University, Chairman of Committee A on Academic Freedom and Tenure; J. M. Maguire, Harvard University Law School, Legal Adviser to Committee A; H. W. Tyler, former General Secretary; Ralph E. Himstead and Ralph L. Dewey, of the Washington Office.

President Wriston, acting as chairman of the conference, presented as a basis for discussion a number of suggestions for possible ultimate modification of the present statement on academic freedom and tenure as formulated by a number of associations at the conference in Washington in 1925. As these suggested changes had not been previously presented to any of the participants in the conference, and as each of them would require considerable study, discussion of them was necessarily informal and tentative in nature. Most of the day's session was devoted to a consideration of the principles of academic freedom. In the course of the conference, it was apparent that the administrative representatives were aware of the disquietude, particularly among younger college

<sup>1</sup> Cf. *supra*, p. 564, footnote.



teachers, caused by unsatisfactory conditions of academic freedom and tenure in some institutions. Procedures for insuring and protecting academic freedom and academic tenure are to be discussed at a later conference which has tentatively been arranged for late in January, 1938, at Chicago, Illinois.

The hope was expressed that mutual understanding between these two associations would result in a statement of principles of Academic Freedom and Tenure so satisfactory as to secure its endorsement by all of the several associations directly concerned and its subsequent adoption by college and university boards of trustees.

At present it is clearly understood that the work of these conferences is tentative and informal in nature. In this connection this Association's representatives are not unmindful of the Council action of last spring that they are without power to bind the Association and that any proposed changes in the present statement on academic freedom and tenure must be referred back to the Council and the annual meeting for consideration and approval.

### Regional Meetings

#### *Portland, Oregon*

A regional meeting for District 14 (Western Washington, Oregon, and British Columbia) was held in Portland, Oregon, July 25, 1937, on the occasion of a visit by Professor A. J. Carlson, President of the Association. Some 50 members from various chapters in Oregon and Washington were present. The program, planned after consultation with several chapter officers, was arranged by Professor F. L. Griffin, member of Committee E, and Professor S. Stephenson Smith, member of the Council. Professor Smith presided at the sessions.

At the morning session papers were presented by Professor Ralph Colby, Oregon State Agricultural College, on "Salary Schedules in the Higher Institutions of District 14," and by Professor Charles McKinley, Reed College, on "The Place and Function of the Faculty in College and University Government."

The salary figures presented by Professor Colby had been supplied officially by heads of the institutions concerned, in re-

sponse to a request by Professor Griffin, on the understanding that institutions would not be listed by name. This cooperation of the executives is much appreciated. The 16 institutions listed included 10 four-year colleges or universities, three junior colleges, and three normal schools. The maximum salary for professors ranged from \$4300 in one institution down to \$1500 in another, with only 60 per cent of the latter amount guaranteed. Minimum salaries for full-time professors ranged from \$3200 to \$1000. Corresponding maximum figures for full-time instructors ran from \$2626 to \$1080, and minimum figures from \$2098 to \$680. The salaries for intermediate ranks were also tabulated. Figures for professors at the University of Washington, not included in the above tabulation, were reported informally by faculty members to be somewhat higher than the highest listed figures.

In the second paper, Professor McKinley outlined some difficulties which are involved in the adjustment of the balance between administrative authority and the rightful position of the faculty. As a helpful guide in defining the rightful position of the faculty he read the resolutions passed at the annual meeting of the American Association of University Professors in 1921.<sup>1</sup> He outlined the working of the faculty council at Reed College as an example of democratic participation of the faculty in college government. He said also that this plan makes it difficult for the faculty to indulge in the expression of irresponsible criticism. Professor McKinley noted that the plan provides the necessary machinery whereby any faculty member with a proposal for a change may secure consideration of and a vote upon his idea.

Professor Carlson, who took the chair at the request of Chairman Smith, pointed out that even when the proper machinery for faculty participation is provided, many professors are unwilling to assume the responsibilities of independence. He added that faculty committees will seldom stand up against an aggressive administrator.

At the afternoon session, Professor Garland Ethel of the University of Washington read a paper on the "Relation of the American Association of University Professors to the American Federation of Teachers." In stating the objectives of the American Federa-

<sup>1</sup> *Bulletin*, Vol. VIII, No. 2, February, 1922, pp. 87-88.

tion of Teachers, Professor Ethel said that that organization undertakes to obtain a high quality of education for the American people, an education which takes into account the social situation and prepares for living. He went on to say that, under democracy, government is a matter of political pressure, and that the Federation proposes to use power politics with pressure groups.

Professor Carlson, expressing his personal opinion, stated that his experience as a member of a labor union had convinced him that the American Federation of Labor is no higher and no saner than other groups. "We can not retain our position as scholars," he said, "absolutely devoted to research and the proclamation of truth if we are hand in glove with any group that has a vested dogma. I do not think that we can affiliate with and blindly follow either the American Federation of Labor or any other labor or political group. How much has the American Federation of Teachers accomplished? Dr. Jerome Davis is the president of the American Federation of Teachers, a fact which had no influence on the Yale situation. I can not believe that ideals and justice exert no influence, and I can not agree with those who maintain that there is no power but the big stick. The American Association of University Professors is making progress. . . . The most vexing problem now before the American Association of University Professors is what constitutes a reasonable probationary period before tenure rights are established. After tenure rights are established, this Association sanctions removal only for immorality or incompetency, which must be proven at an honest hearing to the satisfaction of this Association."

Among others discussing the relationship of the two organizations were Professors Alexander Goldenweiser, Reed College, Howard R. Taylor and S. Stephenson Smith, University of Oregon. Professor Goldenweiser said that impartiality is not the thing which will win our battles. He advocated enlightened partiality and added that to some extent we must resort to opportunistic tactics to preserve the most scholarly of ideals. Professor Taylor inclined to the view that many things can be settled in the way that Professor Carlson had indicated, and referred to Huxley's methods of dealing with opposition. Chairman Smith remarked that a teacher will confront many difficulties if he takes part in public affairs, as is

his civic right. The American Association of University Professors will have to defend him in his civic freedom since that is indissolubly linked with his academic freedom; it should also take a strong stand in regard to salary levels and faculty participation in the government of colleges and universities. Professor Smith added that the teacher who wishes to work with labor and with the farmer should do that as a citizen; as a professional man he should work through the American Association of University Professors.

The meeting was concluded with a discussion of the desirability of having regular regional meetings; the chairman was instructed to take steps in that direction.

#### *University of Vermont*

The University of Vermont chapter was host to a regional meeting of the Association held in Burlington on May 8, 1937. In addition to the 70 members and guests, 22 delegates were present from the Dartmouth, Norwich, Middlebury, and Skidmore chapters. Professor Bennett C. Douglass of the University of Vermont acted as toastmaster. Following greetings to the delegates, President Guy W. Bailey of the University of Vermont, and Professor A. R. Gifford of the University of Vermont, a Council member, addressed the meeting on the subject of "The National Organization."

Professor Gifford's remarks were concerned chiefly with the lack of professional consciousness and solidarity within the ranks of college teachers. The point was made that inasmuch as professors are all individualists making their living by criticizing the views of others, they find difficulty in coming together in behalf of any cause. One of the greatest benefits arising from regional meetings should be the fostering of professional solidarity. Adapting the saying about the Reverend George A. Gordon that "his existence was what he found, his life what he created," Professor Gifford discussed (1) the aims and interests of the Association and (2) the possible means and procedures for realizing in practice these objectives.

First, among the aims and interests, according to Professor Gifford, is the matter of academic freedom and tenure, as is shown by

the announcement made at the April meeting of the Council in Chicago that 12 new cases involving tenure were then pending. He pointed out the menace of fascist oaths required of teachers in some states and the need of a nicer definition of probation than has yet been suggested. Professor Gifford stated that the Jerome Davis case has given rise to various queries: How long does the probation period last? Does it take 12 years to find out about a man? Also of importance is the question regarding the place of faculties in college government. "This issue," said Professor Gifford, "will never be satisfactorily solved as long as faculty members prefer talk to action and are unwilling to accept responsibility."

In referring to the question of means and procedure, Professor Gifford named publicity as first in importance. The advisability of developing cordial relations with administrative officers was emphasized. The speaker deplored the agitation to affiliate teachers' organizations with the American Federation of Labor on the ground that the methods of direct action are not appropriate for the teacher. His professed ideals of objective scholarship would be compromised by affiliation with any organized economic group—capitalist or labor. "Ours should be the methods used heretofore, the methods of conference and publicity," Professor Gifford continued.

In conclusion, Professor Gifford dwelt upon "the obligation of free men to exemplify taste and tact," declaring that "we have to realize that there are wild men, doctrinaires, exhibitionists in the academic world and that they must be restrained so that responsible scholars may enjoy their rights." He urged that all should devote themselves to enlarging the Association and spreading its belief in the efficacy of professional consciousness, giving themselves to something bigger than themselves and encouraging the principle of *noblesse oblige*. He recognized that although the lives of many teachers "have fallen in pleasant places," such a happy situation is not universally true. Professor Gifford urged the professoriate to support and enlarge the Association and its influence in order to further the growth of "good fellowship in a good and important cause."

After an account of a scholar's travels called "The Canterbury



Pilgrimage of an Academic Man," by Professor Frederick Tupper of the University of Vermont, the meeting was concluded with remarks by Professors Stonequist of Skidmore College, Stewart of Dartmouth University, Bowker of Middlebury College, and Flint of Norwich College, all of whom spoke informally on the activities of their respective groups. Professor Flint expressed the opinion that such regional meetings are always sufficiently worth while to repay attendance and that they should be held more often.

#### *University of Virginia*

Under the leadership of Professor Richard N. Owens of George Washington University, member of Committee E for District 4, a regional meeting of the Association was held at the University of Virginia on October 9, 1937. Fifty-eight delegates and guests from chapters at Fairmont State Teachers College, Farmville State Teachers College, Fredericksburg State Teachers College, George Washington University, Harrisonburg State Teachers College, Medical College of Virginia, Sweet Briar College, University of Virginia, Washington and Lee University, and College of William and Mary attended the morning session in Madison Hall. Following this meeting, 46 members of the Association were entertained at luncheon at the Farmington Country Club. The Committee on Arrangements included Professor H. L. Osterud, president of the Medical College of Virginia chapter; Professor M. B. Coyner, former president of the Farmville State Teachers College chapter; Dean W. S. Rodman, secretary of the University of Virginia chapter; and Professor A. G. A. Balz, president of the University of Virginia chapter and chairman of the Committee.

The theme for discussion at the morning session, presided over by Dean W. S. Rodman of the University of Virginia, was the problem of securing cooperation between administrators and the American Association of University Professors. After a few words of greeting on behalf of the University of Virginia by its President, John L. Newcomb, an address was delivered by Professor S. A. Mitchell of the University of Virginia, former Chairman of Committee A and former President of the Association. The discussion of Professor Mitchell's paper was conducted by Dean J. E. Williams of the Virginia Polytechnic Institute, Professor James Elliott



Walmsley of the Farmville State Teachers College, Dean R. H. Tucker of Washington and Lee University, and Professor J. W. Miller of the College of William and Mary.

The activities of the Association formed the topic of discussion at the luncheon meeting. Professor Owens spoke on the subject: "Some Objectives of the American Association of University Professors." Dr. Ralph E. Himstead, General Secretary of the Association, concluded the session with an address on "Some Aspects of the Work of the Washington Office."

### Chapter Activities

*Smith College.* Last semester the Smith College chapter of the Association sent all members of the faculty a letter which sets forth in an effective manner the aims and ideals of the Association. The contents of the letter were as follows:

Dear Colleague:

At present our local chapter of the American Association of University Professors has 97 members. We believe there must be many more who are in sympathy with its aims and objectives, but who, for one reason or another, have not as yet joined. An organization of this type is useful and strong only in so far as it enjoys the solid support of American college teachers. May we therefore ask those of you who do not now belong seriously to consider membership in the Association?

The American Association of University Professors is the only professional organization which is constantly in the field in the interest of college teachers. It has done conspicuous work in securing greater freedom of teaching and security of tenure. Here at Smith we enjoy such uninterrupted freedom and liberal tenure provisions that we easily forget that there are many colleges and universities in the United States in which faculties are threatened or actually confronted with intolerable restrictions and hasty and unjust dismissal. The forces of prejudice, fanaticism, fear, and special privilege are always at work. We are in constant need of an organization that can detect and repel any encroachments on our freedom and professional prerogatives.

But this is by no means the only task of the Association. It carries on a number of special studies concerning various aspects of professional life. It aims to facilitate a more effective cooperation among teachers and investigators for the promotion of the interests of higher education and research, and in general to increase the

usefulness and advance the standards and ideals of the profession. The monthly *Bulletin* published by the Association not only informs members of its activities, but includes items of interest from the educational world in general.

You and I may never receive tangible and personal benefits from the Association, but because of its work we are more sure in the enjoyment of those subtle and intangible liberties, without which teaching becomes travesty. We invite you to share the small burden of the maintenance of the Association.

Cordially,

OTTO F. KRAUSHAAR, *President*  
MARJORIE WILLIAMS, *Secretary*

Members of the Executive Committee:

Arthur W. Locke  
Gladys A. Anslow  
Sidney N. Deane  
James J. Gibson

*Baylor University.* The Baylor University chapter of the American Association of University Professors held its first meeting of the fall session on September 21, with a large attendance of members and visitors. Professor T. E. McDonald, who spent the summer months studying international law at The Hague, presented a stimulating discussion of current world problems.

*Temple University Chapter Assists in Establishing Faculty Senate.* For several years the question of faculty representation has been discussed by the Temple University faculty. There was no general faculty meeting, and for the most part, the faculties of the various colleges functioned through committees more or less hand picked by the administration. Two years ago, a committee of the local American Association of University Professors chapter prepared the outline of a plan by which the faculty would have elected representatives, with power to vote, on the so-called Deans' Committee. While approved by the chapter, this plan made no progress elsewhere. Meanwhile a growing feeling of dissatisfaction among the members of the faculty was in evidence. When important decisions on matters of educational policy were being made, the faculty was not consulted. Indeed, there existed no machinery through which the faculty might have expressed itself, if it had been consulted.

Last year, a faculty committee, at first informally constituted, and later "legitimized" through its acceptance by the American Association of University Professors chapter, tackled the problem anew. Emphasis was placed on the value of discussion, both from the point of view of the administration and of the faculty. The problem was to find a plan of representation that would be acceptable to both groups. The idea of voting power for faculty representatives was dropped, partly because of administrative opposition, and partly because the Committee itself questioned the wisdom of pressing this point. The administration would not accept a plan which failed to recognize the various colleges of the University as separate entities, or which gave a majority to the younger and possibly more "radical" members of the faculty. Neither the American Association of University Professors chapter nor the faculty itself would accept a plan dominated by the older members of the faculty, by the full professors and the heads of departments, who seem to have acquired, of course in lesser degree, those diabolical qualities associated in the mind of the ordinary faculty member with the holders of deanships.

The task of getting these conflicting points of view together was no easy one, but it was ultimately accomplished through the agency of negotiators who possessed, to a large extent, the confidence of both groups. Even after the plan had been definitely accepted by the administration, and tentatively approved by the American Association of University Professors chapter, there were as usual, a few members of the faculty who feared something was being put over on them. Had they had their way, the realization of the efforts of several years would have been undone, and the adoption of any plan of faculty representation indefinitely postponed.

It is definitely understood by all that the new Faculty Senate is strictly advisory in character. There are twenty-two members: four ex-officio, nine heads of departments, three from each of the three undergraduate colleges affected by the agreement, and nine elected members of the faculty, no one of whom may be a head of a department. The ex-officio members include the President of the University, who presides at meetings of the Senate, and the three deans who are non-voting members. The Registrar is charged with the responsibility for preparing lists of department heads

in each college, and of the other members of the faculty in each college, and circulating these to the members of each faculty in a mail ballot, conducted on the basis of the Hare system of proportional representation. After the plan becomes fully established, terms will be three years, one member of each group being replaced annually in each college. For membership in the Senate, two years of service on the faculty shall be a prerequisite; for participation in the election, one year of service is sufficient.

The Senate is authorized to "establish a steering committee of three members, to be selected by itself, the committee to select its own chairman. The committee shall arrange the agenda to be discussed at meetings of the Senate and shall serve as a channel through which any faculty member or group of faculty members may bring before the Senate subjects which they believe should be considered. The Senate shall have the power to establish such other committees as may, in its judgment, be required for the proper handling of its work. It shall also have the power to invite into its membership as ex-officio members, other University officers, such as the Librarian, whose duties are concerned with the formulation of educational policies, and to invite officers of administration or members of the faculty to appear before it to testify or to present information."

After the plan had been approved by the administration and by the American Association of University Professors chapter, it was submitted to all of the members of the faculty in the three colleges, and was approved by a very large majority for a trial period of one year. The machinery for the election of the members of the new Senate was straightway set in motion. The results brought a fairly representative group, although with one exception, those who had been most active in formulating the plan and securing its adoption were not chosen. The group includes persons competent to lead, if it has the good judgment to let them exercise their talents. The project holds great promise, both for the University and for its faculty, but it is still in the experimental stage. Only time and the mysterious operations of University politics can determine the outcome of this attempt at the use of the democratic process in the management of university affairs.<sup>1</sup>

<sup>1</sup> Mimeographed copies of the plan may be obtained from Temple University, Philadelphia, Pennsylvania.

## EDUCATIONAL DISCUSSION

### Freedom and Scientific Method<sup>1</sup>

*By Horace M. Kallen*

Many social and political forces in the world today sharply limit inquiry, forbid criticism, regiment judgment, and thus stop up the springs of science. Everybody is aware of what is happening to one or another or all of the sciences in Germany, in Italy, in Russia, in Poland, in Austria, and threatening in many another European land. Everybody is aware of local manifestations of similar trends here in our own country, trends that seem to have no dynamic connection with one another yet are numerous and frequent enough to suggest a groundswell toward authoritarian control of research and experiment, especially in the social sciences. The figures in the pattern of this groundswell are not so clear as they can be made to be. Its units are not merely the tradition of authority—which is older than the idea of freedom by which America loves to define herself—and the contamination of American sects and parties by the precept and example and propaganda from European lands. Its units are also the academies, the learned societies, the research foundations, and the other establishments which embody and implement the vested interests of the mind, which impart to the word “scientific” its current and accepted intent, and which tend to standardize and regiment the problems, the tools, the procedures, and—believe it or not—the conclusions of scientific undertakings.

#### *Reviving Authoritarianism*

Specific authoritarian interests of the kind just referred to are, of course, highly affected not so much by the climate of opinion as by the climate of feeling. The climate of feeling which has prevailed since the World War has on the whole reenforced the authoritarian trend. The authors of *Middletown in Transition* testify

<sup>1</sup> Opening remarks as chairman of the conference on Methods in Philosophy and the Sciences held in the New School for Social Research, New York, May 22, 1937. Reprinted from *The Social Frontier*, Vol. IV, No. 28, October, 1937.



signally to this reinforcement. The Middletown of 1937, they declare, even more than the Middletown of 1927, demands that its schools shall teach nothing which deviates in any way from the ideas approved by its best people or what is regarded as sound sense by the town's leaders. Behind this demand for conformity, say the authors, is fear, fear born of the depression and heightened, rather than diminished, by the recovery. The best people feel less secure than they did ten years ago; and are far nearer to violence as a means to safeguard their security. Of course, Muncie, Indiana, is a Republican town and the headquarters of the Ku Klux Klan of 10 years ago. But, though academic communities and research establishments are not, they yet tend to exhibit the same emotion.

The academic enterprise of turning out craftsmen warranted and trademarked by the Ph.D. as duly qualified masters of "scientific method" is reenforced by the spontaneous and only partly conscious attitudes and dispositions of the *arrivées*—especially in the social sciences—with their tendency to identify the true with the habitual and customary, the different with the false, the untried with the unreal, and consequently to stifle every variant, every tendency to differentiation in which alone the living action of the scientific mind can better itself. Because of these interests, "scientific method" has received an honorific and ceremonial character, and the term "scientific" has become a eulogium, a cachet of approval, employed as in earlier generations the term "christian" used to be. Both are used to glorify an object regardless of what its stuff, form, or consequences may be. The measure of the glory is the configuration of vested interests—institutional, personal, ideological—which assert themselves as the frame of reference for the meaning of "science" and "scientific method." As often as not, they are ways of using "science" to stifle the freedom on which science depends.

There is a story about the former president of Harvard University, whose immortality is assured by his part in the judicial murder of Sacco and Vanzetti, which illustrates the situation. A member of the University's Board of Overseers had suggested to him the addition of a well-known scholar to the faculty of the University. Mr. Lowell replied that it was impossible, "because



you see, we have academic freedom at Harvard and we must be very careful whom we appoint." This sounds funny and you laugh but it puts in words an attitude that is far more widespread than we realize. On my desk this morning I found a little circular from the Cambridge University Union which suggests that this attitude continues at Harvard and governs the selection of scholars and teachers in the social sciences. But it is not limited to Harvard. Not all administrators are so candid as the president emeritus of that institution. All tend to prefer men who are "safe" and "sound"; that is, men to whose nature and disposition freedom can consist only in meeting the expectations of authority, and "science" in redemonstrating foregone conclusions by standardized procedures.

### *Degradation of the Experimental Outlook*

Private research foundations, businesses, departments of government, add, to the limitations of academic authoritarianism upon free inquiry, those brought over from the methods and interests of business enterprise. They tend to transform such inquiry into a business undertaking on its own account, to be checked by the standard devices of business accountancy. They practically nullify the scientific enterprise as an adventure of searching and seeking and make it over into a fixed ritual like that of any religion which requires that the office shall be discharged duly and in good order. Formal correctness is made paramount, fruitfulness of consequences is disregarded. "Scientific" means what is formally correct and materially obvious to the eye of authority. Nothing else counts, nor is likely to get a chance to count. I recall a social study, developed under the aegis of a research foundation, which departed from the hitherto conventional statistical tabulations, and looked at a contemporary industrial community as the anthropologist is supposed to look at contemporary neolithic ones. It treated people as people, individually and in groups. This study was mulled over by many heads, rewritten many times, and its publication long delayed. Why? Because the authorities having power to decide these things held that the study had an organization different from that which to them meant "scientific." An

earlier study—probably the first—of this genre was printed privately by the author but could not get any attention at all.

In addition, the businesslike research establishments are disposed, not infrequently, to model themselves on business. They have been known to employ "time-clocks," to require daily and weekly reports on the number of hours consumed in this or that activity, and to use other approved "efficiency" devices of the business world. They turn out many documents—some of which have a vogue. But they make no material difference in the progress of the social sciences either in terms of significant data or fruitful operations. They seem to function mostly as implements of conformity, rehearsals of selected foregone conclusions.

And it is difficult to see how they could possibly, save by breaking the rules of the establishment, replace this sort of repetition with genuine discovery or invention. For authority, to make a record of success, must produce documents in quantity and such production is most effectively accomplished by means of a smooth, standardized fixed routine which renders it possible to dispense with intelligence. Having learned a routine called "scientific method," the "scientist" repeats it. The first step becomes like the pressing of a button: consequences follow each other automatically, links in a predestined chain, and the last event is the foregone conclusion to the first. By his routinal and formalized operations the scientist is liberated from the necessity of thinking about anything. His results yield you everything, except an understanding of the subject matter, cast in "scientific" form. Every one of us can mention numbers of studies which justify Anatole France's conclusion of long ago: "The worst of science is, it stops you thinking."

Now men and women engaged in scientific enterprise under other than the institutional auspices just discussed come much nearer to the inwardness of the scientists' undertaking, whatever their field. They recognize that intelligence is more important to it than formal correctness; flexibility and inventiveness than routine; that patience, slow maturation, irregular tempo, and luck are, to say the least, as essential ingredients of its nature as regularized intervals measured by time-clocks and products brought out upon schedules prepared in advance. Above all they have learned to

recognize that tools are accessories to men, and that no instrument, however perfect, can be more than so much junk without the personal intelligence which can operate it fruitfully.

### *Intelligence Precedes Science*

Consider, by way of example, the views of Mr. Charles Kettering, president of the Research Corporation affiliated with the General Motors Company. Mr. Kettering is the head of a research body serving business and a business man in his own right as well as a scientist and inventor. From him, if from anybody, one would expect a confirmation of the prejudices and conventions of authority which govern foundations and academies. Yet he tells a conference on industrial research at Ohio State University that the demands of business managements are among the heavy inhibitions laid upon the power of research to serve the needs of business. "If at any time you should want to stop research. . . just get a small committee together and have them pass on it. . . . They will say that you were foolish in having started." The demands of business properly constitute a frame of reference and establish an objective; but they improperly measure costs, dictate tempo, techniques, procedures. A problem exists not only because new conditions have arisen, but also because old principles and practices have failed. An expert is a person habituated in old principles and practices and therefore automatically not so well disposed to new. It is reasonable to agree hence with Mr. Kettering that "if you have to have a thing done, don't take the experts' opinion. Be patient." Not that the experts are to be ignored. On the contrary, they are to be earnestly heard and sedulously and gaily doubted; for, as Mr. Santayana remarked somewhere, those who ignore the past are doomed to repeat it. To heed the past and to doubt its deliverances is a *sine qua non* to not repeating it. Such doubt is creative since without it no way is opened to the innovation, discovery, or invention to which mere repetition is the alternative. And such doubt is the hallmark of an active intelligence, not the product of a congeries of instruments. As Mr. Kettering further says, problems are solved not in laboratories but in some person's head, the laboratories being but aids to get the matter straight in that head. "An experiment is an impartial

judge of your thinking. . . . Very few problems will permit of a thoroughly logical analysis"—and this, may I be permitted to interpolate, seems to me to hold also of problems in logic—"most of the things that are difficult are not logical. Consequently you must use whatever method you can use. . . anything that will produce a definite set of conditions with which you can experiment." After it's successfully accomplished, "the research will be called scientific, but while it's going on it's quite accidental." Perhaps the recognition of the limitations which standardization, inherent and external authoritarianism, lay upon the operations of living and growing science is put even more clearly in the remark of one of our elevator boys, on picket duty during a recent strike. On the third day he carried a shoe-shining outfit on a strap over his shoulder and polished the shoes of a number of tenants. Among the things he said when asked about it was, "Well, you see, I ain't educated, and if you ain't educated, you've got to use your brains."

*Many Ideas, Many Goods*

In free countries "science," "scientific method," "expertness," "education," possess today a high authoritarian significance, growing ever higher. Quite without regard to the political and doctrinal coercions that are resurgent in Europe and spread their contamination to the rest of the world, the functions and skills which these words signalize develop their own characteristic rigidities and inertias and work in their own peculiar ways against the rise and multiplication of alternatives, and against the development of consensus through the mutual free confrontation and accommodation of such alternatives wherein reside the conditions for a science to live and grow. Certainly ever since the World War and for a long time before, we have been talking of both "directed research," and "planned societies" as well as other forms of implicit or explicit regimentation and totalitarianism, ultimately premising some authoritative rule of men's persons and thoughts through prescriptive doctrine and enforced discipline. Both have been made preliminary to the attainment of life more abundant for all men, and "economy of abundance" has been treated as an inevitable conclusion of a "planned society" and authoritarian science.

Now I submit that a definite correlation is manifest between prescriptive doctrine, which is the same as an imposed spiritual scarcity, and economic scarcity. The periods of economic scarcity are, if the historians may be trusted, the periods in which authority and dogmatism prevailed in things of the spirit; when only one system of ideas was right and true, when all alternatives to it were wrong and wicked heresies, and every burning question brought with it the high probability of burning the questioner. The record of the past testifies that the expansion of the standard of living by the invention, the multiplication, the improvement of countless diversifying goods and services and values among which plain men can freely choose, is a function of the multiplication and diversification of ideas among which minds both plain and garden could freely choose. Fundamentally, the so-called spiritual unity of medieval Europe, including the much beglamoured thirteenth century, is in very little different from the equally beglamoured spiritual unity of contemporary authoritarian states. In all such times and places, dogmatism, acting as a limitation upon variety and fertility in thought and its techniques tends to contaminate with its own monotonous barrenness every other component of life that may be regarded as making for growth and abundance. The modern world *is* modern in just the degree that every sort and condition of idea, philosophy, opinion, doctrine, or technique may offer itself to the individual for his free choice, and survive to his faith on its own power, by its own fertility in the enrichment and expansion of his life and advancement of his ideals. Abundance of material goods has come only with this abundance in spiritual alternatives, and that it can ever be otherwise is a dogma of faith flying in the face of past events. Historically, with the scarcity or invariancy of opinions, there has gone a scarcity of all other goods, material and intellectual. The good life is postulated upon its being a free one, an adventure faced with alternatives to choose among, able to use ideas as fertile plans of an illumination of the unknown and not as barren images of the forms of the known; an adventure accepting the risk, the insecurity, and the questing faith natural to adventure. The faith is a faith in freedom, and this faith has appeared to us the last bastion of the scientific spirit whose freedom of method rests upon the method of freedom. Cur-

rent tendencies in our educational establishments, our research foundations, our learned societies, and in the mood and feeling of our people are set against this freedom.

Now, we challenge this disposition. We ask that the issue be publicly and freely joined. It is our faith that in the end, the method determines its issue. Not *what* is believed, but *how* it is believed; not *what* is true, but how its truth is established and maintained—this alone leads to the survival or extinction of ideas on their own merits. Bold intellects should come together and share the solicitude that the spirit of free, critical inquiry should prevail in intellectual enterprise, wherever undertaken, and in the national life.

"The world," declares the hero of Santayana's *The Last Puritan*, "is full of conscript minds, only they are in different armies, and nobody is fighting to be free, but each to make his own conscription universal." Here, we trust, we shall each fight to be free and to make his freedom universal. Philosophy, the author observes elsewhere, "is a romantic field . . . wherein the sublimity of the issues establishes a sort of sporting fellowship even among opposite minds." To the scientific disposition this fellowship is what brings about a consensus. Seeking this, we come together, let us hope, gaily and with gusto; there is nothing in science or philosophy which requires them to retain the ancestral solemnity of religious office, though our academic habit tends to keep them so. Philosophy and science ought to be fun, parents and children at once, of that ancient god Laughter. Let our sporting fellowship be also a laughing fellowship, whether at last we orchestrate our differences into a free consensus, or end by agreeing to disagree regarding the method of freedom whereby the arts and sciences advance. Let us proceed in temper like Pantagruel, with "a certain jollity of mind, pickled in the scorn of fortune."

### Tradition in Education<sup>1</sup>

By Robert M. Hutchins

We are all, I take it, interested in doing the same thing for all our students. We want to lead them to knowledge, discipline, and

<sup>1</sup> An address given before the New York City Association of Teachers of English at New York, January 30, 1937. Reprinted from *Harvard Educational Review*, Vol. VII, No. 3, May, 1937.



virtue. My thesis is that we can succeed only if we help them to understand and clarify the tradition in which they live. Society, the environment, is of course impregnated with this tradition. It is in the institutions of which we are members, like the educational system. It is in the contemporary books we read. It is in the fine arts that we enjoy. But in this form the tradition is opaque. We might as well say that scientific knowledge is in the environment because when the environment is studied science results, or that the fine arts are there because the artist finds the materials he must use in the world about him. For the individual to understand his tradition it must be explicated, actualized, revealed, and defined. The tradition must be extracted from the contemporary world if it is to be useful, and if the individual is to be propelled forward in the present by what he has assimilated from the past. What the individual requires for these purposes is certain arts.

## I

There are four kinds of arts: the natural, the useful, the liberal, and the fine. The natural arts consist of all those regular operations of nature, for the most part hidden from us, containing potential symbols that we understand only when we have brought the liberal arts to bear upon them. Though the natural arts are of primary interest to the natural scientist, we can not understand the symbols they contain without the liberal arts. The useful arts, like medicine, navigation, engineering, manual training, and stenography, consist of those regular operations of human beings which we understand only when we have found and stated the rules by which means, instruments, and tools are ordered to their proper ends. The discovery and statement of these rules depend on the liberal arts. The liberal arts, which are grammar, rhetoric, logic, and mathematics, consist of the contemplation and regular manipulation of things as symbols with an eye to the truth. The fine arts consist of those regular operations which clarify the truths of individual things in themselves, and thus render them symbols of other things.

We have seen that the natural and useful arts can not become truly operative without the liberal arts. The natural and useful

arts are important in education; but they are dependent on the liberal arts, and when the liberal arts are subordinated to them the whole educational program goes astray, and the tradition in which we live is not adequately realized. It remains to show that the fine arts are also subordinate in education to the liberal arts. The fine arts are primarily techniques which implement the factor of originality in a culture, not the factor of tradition. Originality is highly important to society. If we are traditionalists in the sense that we look backward only, we may succeed in recovering the past, but it will be as much a corpse on our hands as some of the dead languages in which it is recorded. But in the order of education, tradition precedes invention. It is the originality of the educated man that makes the real advance. The discovery that counts is made by the man who knows enough not to make mere rediscoveries. The mastery of tradition is necessary to genuine and intelligent progress. Finally, art is an intellectual virtue: it is the habit of making according to a true course of reasoning. It is not an undisciplined natural power. The discipline and habituation it requires are contributed by the liberal arts.

We find then that tradition is primary in education. We see that though the tradition is in the environment we do not comprehend it there by the unaided exercise of our natural powers. It is understood through the arts. The arts are understood in turn through the arts of language and mathematics, the liberal arts. Hence the liberal arts are central in education, and no other arts can be. When any other than the liberal arts are central in education or when the liberal arts are badly taught, a poor education may result. Thus we hear sometimes that Progressive Education is a good thing because it gives the students opportunities to employ their abilities in the fine and useful arts. That is a vain educational undertaking unless the students are first disciplined through the liberal arts. Any attempt to substitute the other arts for the liberal arts or to subordinate the liberal arts to the others, even the fine arts, cuts off the light, makes translation and organization impossible, and is the beginning of the degradation of the tradition.

In short, the symbols of language and mathematics are the only symbols that are actually realized in human knowledge. Natural

symbols are for man only possible, unrealized symbols. Useful symbols are only instruments and tools. Language and mathematics are our mother tongue, the mother tongue of our rational selves. We may succeed in arriving at our proper end through other arts, but only if we begin with our mother tongue. Moreover, language and mathematics are inescapable as a matter of fact. Slighting them is neglecting the most obvious power we have to extract our tradition from the environment. Finally we are interested in education in communicating what is important to man as man. We are concerned with the attributes of the race, not with the accidents of individuals. The two leading attributes of man as man are language and reason. The best exemplar of reason is mathematics. In education, therefore, language and mathematics, the liberal arts, are indispensable.

## II

I have now said in as many ways as I can think of that the liberal arts, the arts of language and mathematics, must be central in an education which aims to help the student understand and clarify the tradition in which he lives. I shall now proceed to show how the liberal arts operate on books. In the most general sense, the liberal arts operate on the environment and on the environment in its widest interpretation. The environment in this interpretation includes not merely the physical world but also all our social and cultural institutions and all the works of fine and useful art currently enjoyed and employed. In this most generalized view of it, the matter on which the liberal arts operate consists of things which are potentially or actually symbols. That is, the environment has an opaque burden of significance which must be transformed by light in order to become illuminating. The transforming light is the liberal arts, the arts of language and mathematics. They are arts of making potential symbols into actual ones and of manipulating actual symbols in order to make all their meanings clear. The experimental processes of natural science can thus be seen as a reading of the book of nature. The basic rules of scientific method are the grammar and logic needed for this reading, just as the grammar and logic of the artificial language of words are the arts of reading books and writing them.

We are completely surrounded by symbols. But we see at once that symbols present themselves to us in two different ways and that the difference is of the utmost importance. On the one hand they are to be found, but only if we have the discipline to interpret and translate them, in the things of nature, in social institutions, and in works of fine and useful art. On the other hand, they are as actual obvious symbols in the words and signs of books. The liberal arts, therefore, have two different fields of operation. As the grammar, rhetoric, logic, and mathematics of scientific method they are techniques for translating potential symbols, for reading the language of nature, of society, and of the fine arts. They are the disciplines needed in education to make men natural scientists, or social scientists, or critics of the fine arts. But they are also the techniques for reading books, which are the accomplishments of the arts and sciences, past and present. Books do not teach themselves. Even though the symbols in them are actual, they are as much the passive matter of education as the rest of the environment. They must be read. Reading is an active process of interpretation. To read well the reader must have the discipline of the liberal arts.

Now the tradition in which we live is recorded in books. We can find it if we know how to use the disciplines that teach us how to read. A great book is one which yields up through the liberal arts a clear and important understanding of our tradition. Great books, in other words, contain the best symbols passed on to us by our tradition. An education which consisted of the liberal arts as understood through great books and of great books understood through the liberal arts would be one and the only one which would enable us to comprehend the tradition in which we live.

If great books and the arts of language are central in education, then English teaching and English teachers should be central in education. English teachers are teachers of language, the language of actual symbols, words found in books, and recording the whole intellectual and artistic tradition accumulated in books. English teachers must, therefore, be teachers of the arts of language, grammar, rhetoric, and logic, for these are the arts of verbal symbols. The English teacher should be the source of tradition in education. His material includes all the books, in any field,

which the student must learn to read if he is to assimilate the past. He is not limited to poetry and essays. Since grammar, rhetoric, and logic can not be taught well unless the student can be habituated to their operations, and since this requires a matter rich in symbolic dimensions, the great books of the western world must be read to teach the arts. The field of English teaching is, therefore, the arts of language and the great books of western civilization. Since the liberal arts are essential not only for reading books but also for scientific method and even to the techniques of fine and useful productions, English teaching, properly conceived, becomes basic to the whole scheme of education. The right teaching of English would be a teaching of the liberal arts not only for the sake of recovering the tradition from great books but also for the sake of the inventions and discoveries which can be made in the sciences and in the other arts.

This is what English teaching should be. A rough sketch of the history of the subjects with which English teaching should deal will show what English teaching has become.

The Greeks did not invent the arts of language. They are natural to man; we all use them every day. The Greeks began to think about the power of man to use language and the ways in which he did it. They distinguished between the use of language to communicate knowledge, to influence the actions of men, and as the material for artistic creations. They named and made explicit what was involved in the use of language intellectually or speculatively, rhetorically or poetically. They related these usages to a psychological analysis of man's intellect, imagination, and emotions. They applied these analyses to the great literature of their day. For the Greeks the arts of grammar, rhetoric, and logic were separated only for the purpose of analytical exposition. The interdependence of these arts was always recognized. Their coordinated treatment was always insisted upon.

The Romans emphasized oratory. They studied grammar in so far as it was useful in training orators. This resulted in the distortion of the arts of language. They made no new contribution to logic. They ignored most of it and what they did not ignore they confused. The Greeks were interested in the arts of lan-



guage primarily as a method of investigating the truth. The Romans were interested in them primarily as a means of influencing action.

In the Middle Ages men were interested in the arts of language principally in relation to reading books and the exposition of their content. In this period the interrelation of the arts was once more appreciated. Thinking about them began again. The tradition of the Greeks was recaptured, exploited, and developed.

Since the Renaissance two tendencies have been in process: on the one hand, the arts have been separated from one another; at the same time they have been confused among themselves. By the nineteenth century the teaching of logic had become fatuous discussions of terms, propositions, and exercises in rote memorization of the forms of syllogisms. Unrelated to this discussion and unrecognized as grammar and rhetoric, the study of logic included isolated remarks about common and proper names, so-called abstract and concrete terms, and some tidbits about the sophistical fallacies. This instruction had little bearing on either the practical or intellectual problems of students, and by the opening of the century they were no longer required to submit to it. Now such instruction is in many places no longer offered at all. Grammar understood as the analysis of the nature of symbols and the principles of combinations of symbols came to mean the teaching of the conventional usages of particular languages. Rhetoric became either instruction in elocution or the study of figures of speech and exercises in literary composition.

The history of the notion that education consists largely in reading and analyzing the best books that can be found has been more remarkable and no less depressing. From earliest antiquity until a few generations ago, and still today in some countries, people had the naive idea that reading these books was a good thing to do. Many of these books were written in languages long since dead. The teachers did not always understand their contents and devoted themselves to having the pupils do philological tricks. Efforts to preserve these books in education on the ground that they were good history failed because history could ordinarily be better taught by history teachers. Efforts to preserve them on the ground that they were the sign of a cultivated gentleman failed be-



cause they were recognized instead as the sign of an outmoded bourgeois gentility. As the languages could not survive bad teaching and an inadequate rationale, they disappeared from the curriculum, and with them the books which were used to teach them. In this result the textbook racket cooperated, and so successfully that I am willing to wager that in no school in this country are six really great books read in their entirety today.

It is commonly said that great books are too difficult for the modern pupil. All I can say is that it is amazing how the number of too difficult books has increased in recent years. The books that are now too difficult for candidates for the doctorate were the regular fare of grammar-school boys in the Middle Ages and the Renaissance. Most of the great books of the world were written for ordinary people, not for professors alone. They are in some sense a basic language about everything.

Once one textbook helped to understand another. Now almost the opposite is true. Nothing helps one to understand a textbook in logic, nor does a textbook in logic help to understand anything else. The great books of the world help each other mutually and serially. The last helps to understand the first, as Freud helps to understand Sophocles and Sophocles Freud. Euclid helps Newton as Newton helps Euclid. Mutual implication in subject matter increases the ease of learning at a terrifically high rate. Isolation of subject matters reduces ease of comprehension to the slowest possible rate.

The tradition in which we live and which we must strive to help our students understand and clarify is hidden from our sight because of our own defective education. We are all the products of a system which knows not the classics and the liberal arts. There is every indication that that system is growing worse instead of better. Every day brings us news of some educational invention designed to deprive the student of the last vestiges of his tools and to send him for his education helpless against the environment itself. The worst aspects of vocational education, Progressive Education, informational education, and character education arise from the abandonment of our tradition and the books and disciplines through which we know it.

## III

The custodians of what is left of tradition in education are the teachers of English. The remnants of grammar, rhetoric, logic, and the classics are in their hands. Let us see what they are doing with them. Before the end of grammar school they are teaching the history of English literature. After that, aesthetics appears under the name of literary criticism. Literature as a fine art receives attention but without any attempt to understand the nature of the fine arts in general or of the special kind that uses language as its materials. In connection with work in composition, logic and the method of science enter the teaching of English. The pupil must learn the significance of definitions, the collection of evidence, and demonstration or proof.

Since composition can not avoid content, and since we want to cultivate the intellectual and moral virtues, we teachers of English have recourse to moral and political philosophy and edify the young with scraps of Voltaire, Burke, Carlyle, Ruskin, and H. G. Wells. Since we are beginning to understand that we are not training pupils to be poets or writers but citizens of the community, we take in current events and the social sciences. In order to arouse the interest of the pupil, we wander through astronomy, geography, botany, history, physics, chemistry, and anything else we can think of. In addition, of course, we must have training in oral English, elocution, and dramatics. In his spare time the teacher develops tests, marks papers, and deals with student problems.

It is no wonder that the teachers of English are disturbed and even disheartened at the task demanded of them. No group of teachers could possibly carry it. There is a general feeling in the profession that something is wrong somewhere. Discussion of what was wrong (or right) with Latin and Greek proceeded by oratory. Discussion of what is wrong with English is proceeding by more modern methods. We are now being scientific. This means that we conduct investigations to establish particular facts, for example, the percentage of pupils in the eighth grade who use singular verbs after singular pronouns, or how many say *raise* when they mean *rise* or *lay* when they mean *lie*. This kind of informa-

tion doubtless has its uses. It will not tell us what is wrong with the liberal arts today.

We also engage in what is known as experimentation. We try different ways of teaching. We introduce lantern slides into the teaching of poetry, map-making into the teaching of Shakespeare, and vary the monotony of the usual presentation by the panel and round-table methods. It is doubtful if these efforts, laudable as they are, will show us what is involved in the custodianship of the classics and the liberal arts.

Nor will surveys and questionnaires sent to thousands of teachers, pupils, parents, or employers give us the answer, unless they are based on a critical analysis of our problem. An analysis of the arts of language is basic to an understanding of what is involved in training in the arts of using our own language. Such analysis is just as scientific as the kind of investigations, experiments, and surveys I have referred to. It consists in an analysis of principles, the making of definitions, and distinctions between disciplines and subject matters. This kind of scientific method does not mean thinking in a vacuum. It is as much based on experience as those I have mentioned. Nor does it mean turning to ancient writers as authorities. It means turning to anybody who has anything to contribute to the analysis, living or dead.

Unfortunately, to conduct this analysis of their teaching and to teach in accordance with it the teachers must have had what none of us has had, a liberal education. The teacher can not teach the arts of language independent of subject matter. He can not consider the style of Euclid as one kind of intellectual exposition and the style of Herodotus as another without knowledge both of the arts of language and of the contents of Euclid and Herodotus. He can not make clear the distinction between these and the form of *Paradise Lost* without understanding the content of the poem as well as the difference between intellectual and political literature. Within the field of the poetical he must understand the distinctions between the lyric, the epic, and the dramatic, and he must be able to present the most important and effective examples of each. He must have mastered the liberal arts and the great books of the past and present. He must have had a liberal education.

If we have not had a liberal education, it is not too late for us to

get one, and perhaps we might make a beginning now by attempting in a very meager, sketchy way the kind of analysis of our teaching that I have suggested is necessary. What are grammar, rhetoric, and logic? The principles of grammar considered generally are speculative or philosophical or universal grammar. Examination of these principles shows what is natural and what is conventional in a particular language. It shows what is basic in the natural power of man to communicate by symbols and what is distinctive in particular determinations of this power. Universal grammar deals with the nature of a symbol, the distinctions between kinds of symbols, the principles of combining symbols to make complex symbols and to make the units of communication called "sentences." Sentences, in turn, are composed to make more complex units, the paragraph, and those which go to make up the unity of the composition as a whole. Universal grammar uses the grammar of a particular language to exemplify its general principles. This procedure, of course, illuminates the particularity of a particular language. Grammar analyzes the nature and function of the ambiguity of symbols. Through it we understand the role of ambiguity in the invention of metaphors for purposes of imaginative or poetical literature. Through it we understand, too, how ambiguity is controlled to make symbols express clear ideas clearly for the purposes of intellectual exposition. In recent times, logic and mathematics have made new contributions to grammar which extend its usefulness beyond words to include the notations of mathematics. This alliance seems to be providing grammar itself with a new language, a special language of notations. The rediscovery of speculative or universal grammar is recent. That is one reason why we were so unfortunate as to miss it in our own education. Today we must look to logic and mathematics for the reformulation and development of this grammar. Sooner or later this work must be taken over by students and teachers of particular languages. This work makes it clear once again that grammar is a basic discipline among the arts of language.

In logic we find terms, propositions, and syllogisms the analogues of simple symbols, sentences, and paragraphs in grammar. Logic is concerned with the identification of kinds of terms, propositions,

and syllogisms. It examines the basis of sound definition, the validity and ordering of propositions which we call the process of proof, and the organization of sets of propositions into an expositional unit.

Although an analysis in grammar may and must be carried on independently of an analysis in logic, we must recognize how these analyses depend on and supplement each other. Grammar can not understand the nature or function of a declarative sentence without understanding a proposition. Logic can not distinguish in its own terms alone the difference between a paragraph which consists of a set of syllogisms and an analogous unit, a stanza in a poem. For the purposes of analysis, grammar and logic may be considered separately; their significance can be grasped only when they are seen in their mutual dependence.

Grammar and logic deal with the analysis of different aspects of the elements or parts of a composition. Rhetoric treats the composition as a whole. It distinguishes theoretical compositions from practical compositions and both of these from poetical. In the theoretical or intellectual category it distinguishes historical from scientific, and among these major groups it makes subordinate distinctions. In practical rhetoric we find the legal, the forensic, the eulogistic, etc. Under the poetical fall the narrative, or epic, the dramatic, and the lyrical. Obviously, rhetoric depends on grammar and logic.

Grammar, rhetoric, and logic, which I have outlined in a brief crude way, are the arts of language. These are the arts which the English teachers of the country are now attempting to teach. They are teaching them, whether they know it or not. They might teach them better if they knew they were doing it.

They are doing more. They are doing such teaching of great books as remains in our educational system. We must, therefore, carry our analysis through the question of instruction in such books. It is important to notice that the teaching of the arts of reading and expressing one's ideas or emotions in language can not go on independently of the context of the reading or the expression. When I insist on the need for making the principles of these operations explicit and for exposing their foundations in man's natural powers, I by no means suggest that we should teach the rules of



grammar, rhetoric, and logic as isolated statements to be learned by heart. Nor do I mean that we should waste time on vague theoretical distinctions and fine points of analysis sharpened just to show how fine they can be made. Rules, distinctions, and analysis must be found in and brought to bear upon what the pupil reads and writes. In suggesting that the great books of the western world should be the books on which the student's reading and writing should center, I am not calling for the imitation of classical models, that post-Renaissance sport which was another good reason for dropping Greek and Latin from the curriculum. The great books of the western world are useful in two ways. First, they are examples, and the best examples we have, of the use of language for intellectual, practical, and artistic purposes. They are thus of the first importance in the teaching of the arts of language, and the cultivation of those arts in the student. In the second place, these books provide us with the ideas that constitute our tradition. The teacher of the arts of language must have a broader education in these books than any other teacher, for he will be called upon to show what various fields have in common and how they differ in their use of language to attain their various purposes.

I do not wish to return to the study of Greek and Latin for all pupils in the public schools. I do not wish to impose the liberal arts as they were understood in the Middle Ages upon them. I do wish to get whatever of value Greek, Latin, and the liberal arts had for the American boy and girl today. The classics degenerated into musty formalism. Grammar, rhetoric, and logic got a bad name which they richly deserved. The classics and the arts fell into disrepute. But great writers are still great writers, and the present generation should not be deprived of their wisdom because our predecessors taught badly the languages in which great writers wrote. The arts of language are still the arts of language. Our pupils must employ them and should not be deprived of instruction in them because our predecessors made them a synonym for everything dry, dusty, mechanical, and remote. The task of English teachers is first to discover what their task is. Instead of trying to become statisticians or sociologists so that they can be respectable in a world which honors nothing that is not statis-



tical and contemporary, teachers of English should realize that their task is to act as custodians and promulgators of our tradition. They should set themselves to revive, reformulate, and purify the teaching of the arts of language and the classics, adapting it to contemporary needs.

There is general agreement that the duty of the educational system is to educate students for intelligent action in society, to adjust them to their environment, and to help them to cope with the contemporary world. We have seen, however, that these processes do not go on automatically, or by merely producing direct contact between the pupil and the contemporary world. Our purposes can only be accomplished by the assimilation of the young to the tradition in which they live. This is, in turn, achieved through the traditional arts. The arts central in education are grammar, rhetoric, logic, and mathematics. The liberal arts are understood through books, and books are understood through the liberal arts. The tradition is incorporated in great books. The teachers of English are the last defenders and exponents of these books and of the arts of language. They are the last performers in the tradition. They must do consciously, intelligently, and well what they now do badly, blindly, and unconsciously. They must maintain the dignity of their calling by realizing the inherent worth and vast importance of a subject matter which is nothing less than the great tradition of the western world. In this tradition it is our duty to educate ourselves and our pupils, to the end that the virtues, moral, intellectual, and theological, shall not disappear altogether from our country.

## REVIEWS

*The American State University: Its Relation to Democracy*, by Norman Foerster. Chapel Hill: University of North Carolina Press, 1937. Pp. 287. \$2.50.

Mr. Foerster's object, in this gracefully phrased analysis of the origins and drift of the state university, has been twofold: (a) to determine the major weaknesses of state-supported institutions of higher learning; and (b) to indicate the curricular and personnel reforms necessary if these institutions are to inform and perpetuate true democracy and contribute to the pursuit of the good life. What he has to say is of extreme importance to all persons with a professional or an intellectual interest in higher education as carried on in both state-supported and privately endowed institutions of learning. The author's approach is that of a humanist in the immediate tradition of Babbitt and More.

The weaknesses of higher education as carried on in state-supported institutions—weaknesses which threaten the very foundations of higher learning and true democracy—are resolvable into two: (a) their implicit and explicit acceptance of crude egalitarianism and (b) their basic curricular directionlessness. The first shortcoming is traceable historically to the acceptance of the sensualistic and materialistic humanitarianism of Rousseau and to the substitution of the coarse equalitarian spirit of Jackson and the frontier for the selective spirit of Jefferson and the framers of our Constitution. Whence it has come about that state-supported programs of higher education presuppose the educability of all who can afford it and the superiority of immediately practical, highly specialized, and usually diluted subject matter to that which is integrated, deeply informing, and conducive to the good life. The second weakness, an inevitable concomitant of naturalism and philosophically blind scientism, makes it impossible at present to infuse purpose into subject matter and ends into teaching, or to orient higher and liberal instruction to the needs of democracy and the good life.

Two types of reform are necessary, Mr. Foerster clearly demonstrates, if higher education is to serve democracy as it must if democracy is to survive. First, mass education and all that it has implied must be abandoned. Liberal education must be reserved to those who continuously demonstrate themselves "capable of active assimilation and expression of mind and personality;" it must be made free or partly free to *exceptional* pupils who lack sufficient funds to devote their full time to the acquiring of a liberal education. The high school and junior college systems will have to fit those *educable* beyond, say, the twelfth year for citizenship and certain vocations. Moreover, high schools must adjust their preparatory courses to university curricula. Second, the curriculum provided for those susceptible of liberal education (and their number is relatively large) must be infused with unity and purpose; it must be animated by the values of humanism conceived "as a way of living in which the ethical self controls the temperamental and employs reason and imagination as its allies." The subject matter (tentatively mathematics, natural science, history, English and foreign literature, philosophy, and religion) must be imparted by men with the ability to see the interrelatedness of subjects. Given these two reforms, Mr. Foerster's analysis implies, our state (and private) universities may lead us out of the present political and nationalistic morass. To Mr. Foerster's suggested curriculum the reviewer would add the basic subject matter of the social sciences other than history.

Duke University

JOSEPH J. SPENGLER

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*The Administration of Federal Finances*, by Daniel T. Selko. Washington, D. C.: The Brookings Institution, 1937. Pp. viii, 72. 50 cents.

This pamphlet is divided into two parts, the first dealing with the analysis of the existing system of fiscal organization and control, the second with criticism and proposed remedies. It represents an attempt to compare and explain the differences between the proposals contained in the report of the President's Committee on Administrative Management, and those prepared by the Brookings

Institution for the Select Committee to Investigate Executive Agencies of the Government—the so-called Byrd Committee.<sup>1</sup> It must be read in the light of the agitation for reorganization, and of the proposals contained in these reports.

For years, students of public finance have been advocating a centralized control over fiscal affairs—in city, state, and nation. The movement has made much headway, with little objection on the part of recognized scholars. The President's Committee favors extending the application of these principles in the Federal government, and in times past, the Brookings Institution would have taken a similar position. Its current proposals seem to the reviewer to offer a kind of makeshift arrangement. In their favor, it may be said that they might likely secure a more ready acceptance in Congress, but it is difficult indeed to view them as being preferable—or even equally desirable—as compared with the proposals of the President's Committee. Their recommendations, if put in effect, would considerably improve the existing situation, but they would probably fall far short of accomplishing what needs to be done.

The most significant of the several points of difference involves the auditing function. The present system is a hybrid form which provides neither a real internal audit, nor a good post audit. Both plans would have the audit made continuously by an auditor general responsible to Congress, the Brookings report proposing that the auditor general have power to disallow payments, while the President's Committee would withhold this power. The manner of the exercise of this power by the Comptroller General for fifteen years has been one of the chief grounds of criticism of the existing practice; it is difficult to see why it should be perpetuated, in a system of responsible government. Whether or not one is in agreement with the point of view of the author, it must be admitted that he has rendered a useful service in stating in compact form the major points at issue in the present controversy.

*Temple University*

W. BROOKE GRAVES

<sup>1</sup> *Administrative Management in the Government of the United States*, Government Printing Office, 1937; and *Financial Administration of the Federal Government*, 75th Cong., 1st sess., Report of the Select Committee, No. 5.

*Library Trends.* Papers presented before the Library Institute at the University of Chicago, August 3-15, 1936. Edited with an introduction by Louis R. Wilson. Chicago: University of Chicago Press, 1937. Pp. 388. \$2.00.

These twenty papers are published as attractively as possible in offset reproduction of typescript. The reader who does no more than examine the titles of the various papers may get the impression that there is less unity of content and purpose than the title suggests and perhaps it would not be very inaccurate to say that, as frequently happens in a book of short stories or in a collection of poems, the first contribution provides the title for the whole volume. Whether the papers are published in the order in which they were delivered does not appear, but Professor William F. Ogburn's opening paper on "Recent Social Trends—Their Implications for Libraries" may well have sounded the keynote for the Institute.

In his introduction, which is in many respects the most valuable part of the volume, Dean Wilson lists the four specific purposes of the Institute and briefly discusses five basic considerations underlying its program.

Purpose number one was to review significant social trends which condition library policies and procedures. Professor Ogburn's paper is the only one definitely falling in this group, although "Trends in Education" by Professor Charles H. Judd is similarly valuable to the librarian, who needs, but often fails, to know what is going on in the world about him. The second purpose was "to promote critical inquiry concerning the nature of current trends in the library field itself."

The third purpose was "to describe the techniques and procedures employed in various demonstrations, experiments, surveys, and investigations carried out in the library field, and to evaluate the importance to librarianship of the conclusions reached through them." About half of the papers seem to fit the first part of this objective. Evaluations are, perhaps necessarily, less in evidence and less satisfactory than the descriptions.

The fourth purpose was "to determine what material included in the papers and discussions might profitably be introduced into the basic, first-year curriculum of American library schools."

This purpose seems to have been entirely lost sight of, although the final paper describes some curriculum experiments carried on in one library school from 1931 to 1936.

*Columbia University*

C. C. WILLIAMSON

### Publications Received

*Abridged Statistics of Higher Education, 1933-34.* From Biennial Survey of Education in United States. Published by United States Government Printing Office, 1937. Pp. 118. 15 cents.

Buros, Oscar K., *Educational, Psychological, and Personality Tests of 1936.* New Brunswick, New Jersey: School of Education, Rutgers University, 1937. Pp. 141. 75 cents.

Burr, Samuel E., *An Introduction to Progressive Education.* Cincinnati: C. A. Gregory Co., 1937. Pp. 84. 50 cents.

Eells, W. C., *Surveys of American Higher Education.* New York: Carnegie Foundation, 1937. Pp. xii, 538.

Kellett, E. E., *The Story of Dictatorship.* New York: E. P. Dutton and Co., 1937. Pp. 231. \$1.75.

*Medical Education in the United States and Canada.* Reprinted from the Educational Number of the *Journal of the American Medical Association*, August 28, 1937. Pp. 659-716.

Salomon, Alice, *Education for Social Work*, Zurich: Verlag für Recht und Gesellschaft A.-G., 1937. Pp. 265. \$3.00.

*Student Health Services in Institutions of Higher Education.* United States Department of Interior, Office of Education Bulletin, 1937, No. 7. Pp. 61. 10 cents.

*The Yearbook for Education* (British) for 1937 includes in Part I, Statistics in the United Kingdom, The Dominions, and Foreign Countries; in Part II, Statistical Summaries of the Educational Systems of Foreign Countries; in Part V, The Education of the Adolescent in the Dominions and the U. S. A.; in Part VI, Survey of Educational Trusts in the United Kingdom, the Dominions, and the U. S. A.; in Part X, Survey of Education in Islamic Countries, Latin America, and the Far East; and in Part XI, Current Educational Problems in Europe. Copies are obtainable from Evans Brothers Limited, Russell Square, London, W. C. 1, at 35 shillings.



(Correction: The price of *The Higher Learning in a Democracy*, by Harry D. Gideonse, is 50 cents and not \$1.00, as was stated in the October *Bulletin*.)

### Contributors

JOSEPH ALLEN is Professor of Mathematics at the City College of New York. He is active in the affairs of the American Association of University Professors, serving as a member of the Council and also as a member of Committee E on the Organization and Conduct of Local Chapters.

ROBERT M. HUTCHINS is President of the University of Chicago.

HORACE M. KALLEN is with the New School for Social Research and is an authority on William James, the cooperative movement, and the philosophy of individualism.

Through an error, DR. THOMAS N. BARROWS was mentioned in our October issue as "Dean" of Lawrence College. Dr. Barrows became President of Lawrence College in February, 1937.

### Editorial Note

We regret that this issue of the *Bulletin* is so late in reaching the membership. It was necessary to delay its publication until the Nominating Committee made its final report. This report was not received by the Washington Office until Sunday evening, November 21.

## COMMUNICATIONS

The following correspondence with a member of professorial rank is concerned with membership on the Council. For obvious reasons the identity of the institution is not disclosed and, in place of the names of the individuals referred to, alphabetical designations are used.

October 25, 1934

My dear Professor Tyler:

I observe from the announcement in the *Bulletin* that \_\_\_\_\_ will again be without representation on the Council of the American Association of University Professors when the candidates named by the nominating committee have been elected. As you are aware, we do not at present have representation on the Council and have not been represented for several years.

I think it would have been desirable to have elected a member from \_\_\_\_\_ at this time. The local chapter has been active as a result of the work of a number of the younger members of the faculty. It has been very difficult to increase the membership among the newer members of the faculty because of the high dues and because the men could not be persuaded that there was any advantage in belonging to the Association. Meanwhile, many of the older professors have resigned or have lost interest in the work of the Association. I believe this would have been a strategic time not only from the standpoint of advantage to the local chapter but also from that of the Association to have chosen somebody from \_\_\_\_\_ for the Council. I am sorry this was not done.

Sincerely yours,  
(S)\_\_\_\_\_

October 26, 1934

My dear Professor \_\_\_\_\_:

Your letter of the 25th instant, addressed to Dr. Tyler, has been referred to me for answer in my capacity as General Secretary. I have looked up the records of the Association and find that \_\_\_\_\_ has been represented as follows: Professor A was elected President in 19\_\_, but resigned during the year. Professor B was elected Vice-President for the year 19\_\_ and Pro-

fessor C, Vice-President for 19\_\_ and 19\_\_, and the following were each elected to the Council for the periods indicated:

D	1915-1918
E	1915-1918
F	1920-1922
G	1923-1926
H	1931
I	1932-1935

(Professor I was elected when a member of the \_\_\_\_\_ faculty, I believe.)

The Association was organized in 1915 and so has been in existence not quite twenty years. It thus appears that \_\_\_\_\_ has had a representative among the officers or members of the Council during all but five of the years of the existence of the Association. When you recall that we have members in something over 400 institutions and organized chapters in more than 250 institutions, and that no representative from many of these has ever been an officer or member of the Council, I think the Nominating Committee would have been subject to much criticism if they had at this time again given \_\_\_\_\_ representation. Indeed, there has been much criticism of the alleged undue representation of prominent institutions like \_\_\_\_\_: See the February, 1934, *Bulletin*.

May I also point out that the officers here at national headquarters do not attempt to dictate to or control the activities of the Nominating Committee? That committee is appointed by the President, by and with the advice and consent of the Council and consists wholly of members having no official connection with the Washington office. By-Law 1, which you will find printed in the *Bulletin* for last January, directs the Committee as to the manner of conducting its affairs. This year the chairman was Professor L. B. Richardson of Dartmouth. I am sending a copy of your letter and of this reply to Professor \_\_\_\_\_ for his information.

Sincerely yours,

W. W. Cook, *General Secretary*

January 30, 1937

Dear Dr. Hirstead:

I am writing to submit my resignation from the American Association of University Professors.

I wrote the officers of the association a few years ago objecting to the failure to recognize the \_\_\_\_\_ chapter in the member-

ship of the national Council and in the committees of the association. I pointed out at that time that the \_\_\_\_\_ chapter was being sustained and strengthened by a group of younger men. As a result of their efforts the membership has been maintained despite retirements and deaths among the older men. The \_\_\_\_\_ chapter is one of the largest in the association.

My letter met with a reply which proclaimed the reactionary character of the officers of the association. Since that time the \_\_\_\_\_ chapter has not been represented on the national Council nor have any of the younger members been appointed to the committees of the Association. There are at present *two of the older members* of our faculty serving on committees. While these men are very distinguished scholars, they are approaching retirement and do not take any particular interest in the association.

The conclusion I think I am justified in reaching is that the Association of University Professors is going to die out with the retirement of the academic generation which founded it. This may be desirable; the battle for academic freedom in behalf of which the association was created may have been won. But I should have thought there were other battles yet to be fought for university professors.

Very truly yours,  
(S)\_\_\_\_\_

February 5, 1937

Dear Professor \_\_\_\_\_:

I am much interested in your letter of January 30, in which you submit your resignation from the American Association of University Professors and give as the reason the fact that the \_\_\_\_\_ chapter has been inadequately represented on the Association's Council and in the Association's work.

I have reviewed your previous correspondence with my predecessors, Professors Tyler and Cook. I note that you wrote a similar letter to Dr. Tyler under date of October 25, 1934, which letter was acknowledged on October 26 by Professor Cook, who had succeeded Dr. Tyler as General Secretary of the Association. In his reply, which you say "proclaimed the reactionary character of the officers of the Association," Dr. Cook explained how Council members were elected under the Constitution and By-Laws as of that date. Since then the system of electing Council members has been changed somewhat in accordance with a By-Law subsequently adopted, a copy of which I am enclosing for your reference. This By-Law has governed the last two elections.

In his letter to you, a copy of which I am enclosing, Professor Cook also pointed out the fact that, since the founding of the

Association in 1915, \_\_\_\_\_ has had six men on the Council, each for a term of three years. The last one, Professor (I), was a member of the \_\_\_\_\_ faculty at the time of his election, but accepted a position elsewhere prior to the expiration of his term in 1934. During this period, one President and two Vice-Presidents of the Association were elected from the faculty of \_\_\_\_\_.

In view of the fact that the Association has members in 511 institutions, it would seem that the \_\_\_\_\_ chapter has been well represented on the Council.

There is a point of view which may not have occurred to you concerning the nature of the Association's Council. Membership on the Council is not for the purpose of representing institutions, but rather for the purpose of representing the profession at large. This Association is a national professional association, and the Council and the several committees of the Association are expected to work for and represent all college and university teachers irrespective of their institutional connections.

The members and officers of this Association are, I am sure, very proud of our splendid chapter at \_\_\_\_\_, and I am pleased to learn that there are many younger men in your chapter who are interested in the work of the Association and anxious to serve on its committees. We are ever on the alert to find such men. We also realize that only by interesting the younger men of the profession can the Association have a future of continuing accomplishments. Will you not be so kind as to send me a list of the men in your chapter upon whom we may call in the future for service to the profession? I should appreciate it if in this list you would indicate some details concerning each man whose name you suggest, details as to his present position and the kind of work he seems most interested in and adaptable to. May I have this information at your early convenience?

The \_\_\_\_\_ chapter has given the profession great leadership in the past, and we look to it for further leadership in the future. In the meantime, I sincerely hope that you will reconsider your decision to resign and will continue to enlist with us, for the "battle for academic freedom" has not yet been won. Indeed, the battle to secure and protect academic freedom is a perennial fight which demands constant *professional consciousness* which this Association seeks to develop among all college and university teachers. Moreover, as you have indicated, there are "other battles yet to be fought for university professors." In this fight, we need your continued and interested support.

Thanking you for your frank letter of January 30, I am

Very cordially yours,

RALPH E. HIMSTEAD, *General Secretary*

February 12, 1937

Dear Professor Himstead:

In reply to your letter of February 5th I am asking Professor (J) if he will prepare a list of men at \_\_\_\_\_, who are members of the American Association of University Professors, upon whom you could call for committee service.

Sincerely yours,

(S) \_\_\_\_\_

March 2, 1937

Dear Professor \_\_\_\_\_:

This note will acknowledge receipt of your communication of February 12, in which you state that you are asking Professor (J) to prepare a list of men at \_\_\_\_\_ who are members of this Association and upon whom I could call for committee service. I want to thank you for making this request of Professor (J). I have not as yet heard from him or received such a list. Will you not follow this up with Professor (J)?

I am still hoping that you will reconsider your decision to resign your membership in the Association. Dr. Carlson and I and the other officers of the Association appreciate the value of constructive criticism from our members. Usually such criticism indicates an active interest in the Association's welfare. Our hope is that your recent letter will prove to be evidence of the beginning of a renewed interest in the Association and its work.

With kind regards, I am

Very cordially yours,

RALPH E. HIMSTEAD, *General Secretary*

The names of the younger members interested in Association committee work referred to in the above correspondence have not as yet been received.

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*Members are invited to submit correspondence for this department, addressing it to the office of the Association at 744 Jackson Place, N. W., Washington, D. C. Future issues will include such letters in addition to any of particular interest which are received in the course of regular Association business.*



## **NOTES AND ANNOUNCEMENTS**

### **Social Science Research Council Fellowships and Grants-in-Aid for 1938-39**

The Council announces pre-doctoral fellowships for graduate study, post-doctoral research training fellowships, and grants-in-aid of research, for 1938-39 in the social sciences. The closing date for the receipt of applications for the pre-doctoral and post-doctoral research training fellowships is February 1, 1938. For grants-in-aid of research, applications must be received by January 15, 1938. Full information may be obtained from the Secretary for Fellowships and Grants-in-Aid of the Council, 230 Park Avenue, New York City.

### **American Association of University Women**

The American Association of University Women has announced its fellowships for women. The grants run as high as \$1500, and fall under three classifications:

1. Fellowships open to American women for study in the United States or abroad.
2. A Fellowship open to Latin-American women for study in the United States.
3. Fellowships open to members of the International Federation of University Women.

For detailed information concerning these fellowships, instructions for applying, and the conditions of acceptance, address the Secretary, Committee on Fellowship Awards, American Association of University Women, 1634 I Street, N. W., Washington, D. C.

### **Rockefeller Foundation, a Review for 1936**

This is the first review by the President since 1928. During the year grants were paid aggregating more than \$11,000,000,

involving cooperation with 130 agencies, 222 grants-in-aid to scholars engaged in advanced scientific work, 700 fellowships for post-graduate training of young men, besides the conduct by means of its own field staff of a variety of researches in medicine and public health. Work in 53 foreign countries was included, the amount expended in foreign countries being about one-third of the total. The program of research has emphasized experimental biology and in the social sciences problems relating to social security, international relations, and public administration, and in the humanities certain techniques by which cultural levels are particularly affected. In the fall of 1936, with the financial assistance of the Foundation, a comprehensive list of displaced German scholars was published, containing names of 639 men who were in 1932 German citizens holding positions as teaching and research fellows, the majority of whom are now in exile in 46 different countries. At the end of 1936 the Foundation had granted a total of more than \$500,000 on behalf of 151 scholars, most of whom have found permanent positions in the countries of their adoption.

### Regulations for German Scholars Travelling Abroad<sup>1</sup>

The following is a translation of an extract from a decree of the German Minister of Education entitled "Foreign Travel by University Teachers and Students" and dated December 24, 1936, recently received at *Nature* office:

It has frequently been observed of late that Germans and especially professors and students, when travelling abroad for cultural or scientific purposes, have failed to establish contact with their local national official representatives. Such contact is specially important in countries where Jews occupy a predominant influence in cultural affairs, and where emigrants seek to press into the foreground in questions concerning German cultural life. In these countries it is particularly necessary that German national guests, local or official, shall be informed of these local relationships by the official national representatives abroad.

I therefore order that all under control of my Ministry who travel abroad for study, research or lectures, or for congresses or similar purposes, shall on their arrival in a foreign country forthwith get into contact with the competent local representative of

<sup>1</sup> Reprinted from *Nature*, May 1, 1937.

Germany, with the Foreign Organization of the Nazi Party and with the branch office of the German Academic Exchange Service, whenever possible. If this be not done, a short report of the reasons must be furnished to me.

I take this opportunity to point out that previous decrees concerning foreign journeys are still not always obeyed by all concerned. For example, news of a proposed journey abroad by persons under control of my Office often reaches me first through the German Centre for Congresses. This results in delay, and the person involved not only risks refusal of the necessary foreign exchange, but is also acting in defiance of my orders. I therefore hereby order all controlled by my office to obey in every detail the Decree on Foreign Travel, and to lay before me, through the official channels, any applications for permission to travel abroad.

### The Centenary of the University of Athens<sup>1</sup>

When Greece, somewhat more than a century ago, won her freedom from Turkish rule, proposals were at once brought forward for the establishment of a national university. The lack of opportunities for education was one of the grievances that had been most bitterly felt in the days of foreign domination, and the remedying of this lack was looked upon as one of the greatest blessings which independence would bring. Provision had first to be made, however, for a system of primary and secondary education, and nearly a decade elapsed before the university actually came into being. Decrees providing for its establishment were signed by King Otho in April, 1837, and inauguration ceremonies were held on May 3 of that year.

The university's early years were anxious and difficult ones, and it was not until a munificent gift had been received from a Greek merchant in Russia, Ioannis Dombolis, that the institution could look to the future with assurance. Dombolis' gift was in memory of his first Ioannis Capo d'Istria, who had been the nation's president during the first troubled years of its independence, and as a consequence Capo d'Istria's name is included in the official title of the university. From the humble and precarious beginnings of a hundred years ago the university has developed into an institu-

<sup>1</sup> Upon receipt of a cordial invitation from the University of Athens, the Association named as representatives to this centenary celebration Professors Roscoe Pound of Harvard University and L. R. Shero of Swarthmore College. The notes on the centenary celebration were supplied by Professor Shero.

tion with over 7000 students and a distinguished body of professors.

The centenary of the founding of the university was marked this spring by a celebration lasting from April 17 to April 24. Over 100 foreign delegates attended the exercises and enjoyed the gracious hospitality of the Greek people. Twenty-one delegates represented institutions in the United States. An elaborate program, which included academic functions, receptions, dinners, excursions, dramatic performances, concerts, and other events, was provided.

Messages of felicitation were read by representatives of each of the 23 countries from which delegates were in attendance. The American Minister to Greece, Mr. Lincoln MacVeagh, who was a delegate from Harvard University, conveyed the greetings of the universities, colleges, schools, and learned societies of the United States. Honorary degrees were conferred upon about 150 foreign scholars, including 10 from the United States.

Visitors from countries which enjoy, at least to a considerable degree, the privileges of free thought and utterance could not fail to regret that this centenary celebration should have coincided with a political regime in Greece in which, along with the curtailment of personal liberties in general, there has been appreciable limitation of academic freedom. The government now in control of affairs has derived its ideals in large measure from present-day Germany, and the effect upon the university and upon the educational system of the country in general has been such as one might expect. There is a peculiar irony in the thought that in Athens, the fountainhead of free speculation and free speech, regimentation of thinking and of teaching should now be the order of the day.

Fortunately, however, there was less effort to make political capital out of the university celebration than some persons had feared there would be. Occasional laudatory references to the present regime were, of course, only to be expected; with circumstances as they are, there was bound to be a certain political undertone, which became perceptible from time to time. But everything was conducted with restraint and dignity, and the total effect produced was to promote confidence in the university's essential loyalty to high academic standards and ideals.

### University of Chicago Faculty Awards

Annual awards of \$1000 each to three outstanding teachers of undergraduate students at the University of Chicago have been provided by a gift of \$75,000 made by an anonymous eastern alumnus, President Robert M. Hutchins of the University announced on October 14. The prizes are to be announced at the June convocation of the University each year, and the first awards will be made next June. They will be made by the Board of Trustees on the recommendation of the President, who has appointed a committee to advise in the nominations.

"The purpose of the award is to interest teachers in training not only scholars and research workers, but also young men and women for intelligent and public spirited participation and leadership in business, civic, and professional life," the donor said in his letter of gift. "I hope the award will result in constantly improving the Chicago faculty who teach undergraduates."

Although the awards are intended primarily as a recognition of excellence in the teaching of undergraduates and will normally be conferred upon faculty members principally so engaged, an award not exceeding \$1000 in one year may be conferred at the discretion of the President and the Trustees upon one who has contributed notably to the improvement of undergraduate instruction, though not primarily engaged in teaching.

### The Annual Science Exhibition

The Annual Science Exhibition which is held each year in connection with the annual meeting of the American Association for the Advancement of Science will be held this year, together with registration, in the Murat Theatre, Indianapolis, December 27-30.

A large attendance of scientists from all over the country is expected, many of whom will have exhibits displaying the results of recent research. In this group may be listed Professor Harold C. Urey, Dr. Arthur Compton, Dr. Albert F. Blakeslee, Professor C. T. Knipp, Dr. Lark-Horovitz, and others. The National Geographic Society will have an interesting exhibit showing the results of their observations of the total eclipse of the sun on June 8, 1937, made by them and the U. S. Navy on their joint expedition

to Canton Island in mid-Pacific. Professor S. A. Mitchell, Director of the Leander McCormick Observatory of the University of Virginia, and former President of the American Association of University Professors, took a leading part in this expedition. Among the commercial firms which will have exhibits are the Metropolitan Life Insurance Company, the Aetna Casualty and Surety Company, Spencer Lens, Kellogg and Company, the Ford Motor Company, the Eastman Kodak Company, and the Bausch and Lomb Optical Company.

An innovation at the Exhibition this year will be the showing of several scientific sound films thereby giving a vivid picture of recent work in scientific research to those attending the Exhibition. Practically all of the 1937 science books may be found in the Science Library and it is expected that this Exhibition will equal if not surpass those in the past.

### Dates of Meetings

Fifteenth Annual Institute of World Affairs, Beverly Hills, California, December 12-17, 1937; Beverly Hills Hotel.

American Association for the Advancement of Science, Indianapolis, Indiana, December 27-January 1.

American Economic Association, Atlantic City, New Jersey, December 28-30.

American Historical Association, Philadelphia, Pennsylvania, December 29-31.

American Political Science Association, Philadelphia, Pennsylvania, December 28-30.

Modern Language Association, Chicago, Illinois, December 28-30.



## EDITORIAL

### DEVELOPING A PROFESSIONAL CONCEPT

Twenty-four years ago, in the spring of 1913, nearly all those of full professorial rank in the Johns Hopkins University joined in the issuance of a communication to the faculties of nine other universities, inviting opinions regarding the possible creation of a professional association of college and university teachers and investigators. The response to this invitation was so uniformly favorable that plans were soon evolved for the formation of the American Association of University Professors.

At the organizational meeting held at the Chemists' Club of New York City in January, 1915, the dominant note of the proceedings was that the new Association should be unqualifiedly professional in nature. This fact is clearly evident in the following statement of aims formulated on that occasion:

To bring about more effective cooperation among the members of the profession in the discharge of their special responsibilities as custodians of the interests of higher education and research in America; to promote a more general and methodical discussion of problems relating to education in higher institutions of learning; to create means for the authoritative expression of the public opinion of the body of college and university teachers; to make *collective action* possible and in general to maintain and advance the ideals and standards of the profession. (*Italics ours.*)

Professor John Dewey of Columbia University who presided at this initial meeting, commented on the rapid growth of American colleges and universities during the two previous decades and the absence of either supervision by some single body or the influence of long established traditions. He pointed out that these two factors made the formation of a professional association highly desirable, so that the problems of higher education might be "lifted from the plane of emotion to that of intelligence." He stressed the fact that existing learned societies and departmental

organizations were too limited in scope to deal with the many problems which affected all persons engaged in college and university teaching.

The American Association of University Professors is, therefore, the professional organization for all college and university teachers. It speaks for college and university teachers as the American Medical Association speaks for physicians and surgeons, but, unlike the American Medical Association, only a relatively small percentage of the eligible members of the profession is as yet enrolled and supporting its work. Although the present membership is the highest in the history of the Association, it represents only about one-fourth of the eligible members of the profession. If the Association is to achieve its professional ideals and objectives and to meet adequately the increasing demands that are being made upon it, a larger and more representative membership is essential. These needs were pointed out with some degree of particularity in the Chapter Letter printed in this issue of the *Bulletin*.

Increasing the Association's membership and thus making it more representative of the profession is not difficult, as is apparent from the results achieved at those institutions where systematic efforts have been made. In this connection, it is hoped that you will note the conspicuous work of our chapter at the University of Minnesota by which more than 125 new members were brought into the Association within a few months. Such results, however, are not spoken into existence as if by magic. They require the active cooperation of a large number of interested and informed members with sufficient public spirit to expend some time and energy in behalf of professional welfare.

Questions frequently asked chapter officers and others in talking with prospective members or in seeking to revive the interest of inactive members are: Why should I affiliate with the American Association of University Professors? Why should I continue to support the Association? What personal benefits do I derive from my membership? There are persuasive and valid answers to be made to these and similar questions. We suggest the following viewpoints for your consideration:

In considering the individual value of the American Associa-

tion of University Professors an objective view of its nature and function should be maintained. While the individual teacher may not be cognizant of any immediate value from his membership, the profession, of which he is a part, certainly is; the individual member thus indirectly receives his share of the values that come from whatever this professional Association achieves.

Moreover, by consistently seeking a greater degree of academic freedom and better tenure conditions, the Association has made more secure the positions of all college and university teachers. Thus objective and fearless scholarship is made possible, which is an ultimate benefit to every college and university teacher. Furthermore, by its careful investigation of and constructive reports on many subjects of vital importance to the profession, the Association has assisted in raising the standards of higher education which likewise directly and indirectly benefits all professors.

The Association's ideals and objectives are advanced not only through the work of the Association's special committees and the Washington Office but by the fact that approximately 13,500 teachers stand as a unit for the betterment of the profession. The concept of an independent profession, affiliated with no partisan or pressure groups, created and stimulated by the work of the Association during the past 22 years, has given to college and university teachers that sense of professional solidarity which has contributed much toward the degree of honest and fearless scholarship which now prevails in our institutions of higher education. In the results of this powerful but intangible influence every college and university teacher is a beneficiary.

If the Association is to enable the profession to meet its responsibilities in a democratic society, this sense of professional solidarity needs to be greatly strengthened. The Association is a strong association *in being* quite as much as *in action* and for this reason every member is important. To that end in behalf of the Association and the profession at large we invite your thoughtful cooperation.

## MEMBERSHIP

Membership in the American Association of University Professors is open to *all* college and university teachers from the faculties of eligible institutions, *including graduate students, assistants, and instructors*. The list of eligible institutions is based primarily on the accredited list of the regional accrediting agencies subject to modification by action of the Association. Election to membership is by the Committee on Admissions following nomination by three present members of the Association who need not be on the faculty of the same institution as the nominee. Election can not take place until thirty days after the nomination is published in the *Bulletin*. Nomination forms may be procured from chapter officers or by writing to the General Secretary, 744 Jackson Place, N. W., Washington, D. C.

The classes and conditions of membership in this Association as provided by the present Constitution, By-Laws, and regulations are as follows:

(a) *Active*. To become an Active member, it is necessary to hold, and to have held for three years, a position of teaching or research with the rank of instructor or higher in an eligible institution. Dues are \$4.00 per year, including subscription to the *Bulletin*.

(b) *Junior*. Junior membership is open to two classes: persons who are, or within the past five years have been, graduate students in eligible institutions, or persons now teaching in eligible institutions who are qualified for nomination as Active members except in length of service. Dues are \$3.00 per year, including subscription to the *Bulletin*.

(c) *Associate*. Associate members include members who, ceasing to be eligible for Active or Junior membership, are transferred to the Associate list with the approval of the Council. Dues are \$3.00 per year, including subscription to the *Bulletin*.

(d) *Emeritus*. Any Active member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership, which allows exemption from dues, with receipt, if desired, of the *Bulletin* at \$1.00 per year.

(e) *Life Membership.* The Treasurer is authorized by the Council to receive applications from Active and Associate members for Life membership, the amount to be determined in each case on an actuarial basis.

### Nominations for Membership

The following 32 nominations for Active Membership and six nominations for Junior Membership are printed as provided by the Constitution. In accordance with action by the Council, objections to any nominee may be addressed to the General Secretary, who will in turn transmit them for the consideration of the Committee on Admissions if received within thirty days after this publication. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the committee any question concerning the technical eligibility of the nominee for membership as provided in the Constitution.

The Committee on Admissions consists of Professors Ella Lonn, Goucher College, *Chairman*; H. L. Crosby, University of Pennsylvania; B. W. Kunkel, Lafayette College; A. Richards, University of Oklahoma; W. O. Sypherd, University of Delaware; and F. J. Tschan, Pennsylvania State College.

#### *Active*

Sven A. Anderson (Economics), Rensselaer Polytechnic  
 Julia G. Brill (English), Pennsylvania State  
 Bertrand H. Bronson (English), California (Berkeley)  
 Donald D. Cameron (English), California (Berkeley)  
 Sidney H. Cameron (Subtropical Horticulture), California (Los Angeles)  
 Margaret W. Dow (Music), Florida State for Women  
 Neal Dow (French), Duke  
 Alphonse G. Eberle (Law), St. Louis  
 Ralph H. Farmer (Business Administration, Economics), Idaho  
 Carl A. Fryxell (Economics, Accounting), Augustana  
 Alexander Garcia (Spanish), Detroit  
 E. Louise Gibson (Home Economics), Kansas State Teachers (Pittsburg)  
 Robert D. Gray (Economics), Connecticut State  
 William M. Green (Latin), California (Berkeley)  
 Herbert Hart (Physical Education), Monmouth  
 Pendleton Howard (Law), Idaho  
 Thurston Isley (Education), William Jewell

Eula O. Jack (Speech), Kansas State Teachers (Pittsburg)  
 Roland W. Lefavour (Civil Engineering), Tufts  
 Earl Miller (Mathematics), Illinois (Jacksonville)  
 Frank Mohler (History), Springfield  
 Vest C. Myers (Education), Missouri State Teachers (Southeast)  
 James C. Nelson (Marketing), Tennessee  
 Earl L. Richey (Dentistry), Loyola (Illinois)  
 Marion L. Starkey (English), Hampton  
 Emily L. Stogdill (Psychology), Ohio State  
 Harold W. Stoke (Political Science), Tennessee  
 Harry N. Stoudt (Biology), Temple  
 Madge Troutt (Social Studies), Illinois State Normal (Southern)  
 J. Arthur Turner (Biology), Stowe Teachers  
 Lyle L. Williams (Biology), Maryville  
 Estelle L. Windhorst (Music, History), Harris Teachers

### *Junior*

James D. Hart (English Literature), California (Berkeley)  
 Samuel J. Herrick, Jr. (Astronomy), California (Los Angeles)  
 Burnett Shryock (Art), Illinois State Normal (Southern)  
 Harold C. Struck (Physiology), Illinois  
 Sterling Surrey (Business Administration), Missouri State Teachers (Northwest)  
 Henry Vaughan (Geology), Union (New York)

### Members Whose Addresses Are Unknown

Information in regard to the present addresses of the following members is invited for use in the membership list. The addresses given are the last known to the office, but are no longer valid.

<i>Name</i>	<i>Last University Connection</i>	<i>Last Address</i>
Bailey, Daniel	(Polytechnic Institute of Brooklyn)	Brooklyn, N. Y.
Bock, Edward	(University of California)	Los Angeles, Calif.
Brown, W. H.	(University of Maryland)	College Park, Md.
Bruce, Harold A.	(Union University)	Vienna, Austria
Davis, Dorothy W.	(Wells College)	Cambridge, Mass.
Dearborn, Frances R.	(Johns Hopkins University)	Baltimore, Md.
Deems, Mervin M.	(Carleton College)	Norway, Me.
Downs, William G.	(Chicago Medical School)	Pensacola, Fla.
Eldridge, Richard P.	(Williams College)	Williamstown, Mass.
French, J. Milton	(Dartmouth College)	Hanover, N. H.
Hawes, M. Alberta	(Rollins College)	Winter Park, Fla.
Hill, George H.	(Ronda High School)	Ronda, N. C.
Johnson, T. Earle	(University of Alabama)	University, Ala.
Kock, Winston E.	(Princeton University)	Cincinnati, Ohio



Kopel, Harold	(Vassar College)	Chicago, Ill.
Marsh, Alfred	(Alabama State Teachers College)	Jacksonville, Ala.
Parker, Sophy D.	(Upper Iowa University)	Lebanon, Ill.
Reed, Katherine	(John Crear Library)	Chicago, Ill.
Shaw, C. B.	(Boston University)	Boston, Mass.
Sumner, Charles B.	(Clemson College)	Phoenix, Ariz.

### Academic Vacancies and Teachers Available

The Association is glad to render service to appointing officers and members by publishing the information below. The officers of the Association can, however, take no responsibility for maintaining a register or for making a selection among applicants. It is optional with the appointing officer or the applicant to publish the address in the announcement or to use a key number. In the latter case those interested may address their communications to the General Secretary, 744 Jackson Place, N. W., Washington, D. C.

#### *Teachers Available*

English: Man, A.M., Harvard; Ph.D., Cornell. Twelve years experience as college teacher and lecturer; foreign travel; some publication. Now employed; desires change of climate; would like to make appointments for interviews at the M. L. A. meeting in December.

A 1443.

French, Latin: A.B., M.A., Ohio State University. Special work at Cleveland School of Education; McGill University. High school; college experience. Travel abroad. Methods and Teacher Training a specialty.

A 1444.

History of Religion, Bible, Oriental History: Man, several years experience in college teaching. Now employed. Available June or September, 1938; could come sooner. Now in position that gives training for deanship, or other executive work.

A 1445.

Dean of Women: Romance Languages; university and women's college experience; publications and textbooks; age 36.

A 1446.

English: Man, Ph.D., ten years experience Eastern colleges.

A 1447.

*Have you and your college or university library  
a copy of this report?*

## Depression, Recovery and Higher Education

Published in June, 1937, after thorough research and analysis of the situation by a committee composed of the following members of the American Association of University Professors:

F. K. Richtmyer, Cornell University, *Chairman*

M. M. Willey, University of Minnesota, *Director of Studies*

Otis W. Caldwell, Columbia University

A. J. Harno, University of Illinois

S. H. Slichter, Harvard University

To the factual material in *Depression, Recovery and Higher Education* are added the Committee's interpretations of the economic condition of the profession as well as an outline of the problem's broader implications.

The report contains more than 500 pages and includes among its 24 chapter headings the following:

"Salary Reductions During the Depression"

"Promotion, Appointment, and Tenure Policy During the Depression"

"How College Faculties Reacted to the Depression"

"Student Ideologies and the Depression"

"The Federal Government and Higher Education"

"Public Pressures and Higher Education"

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